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ABSTRACT

This report details a project to develop a system to distribute federal funds under the Education Amendments of 1976 to all eligible recipients on the basis of annual applications. The first section describes the pertinent federal and state legislation, project scope, and guidelines used to develop the new system. Data sources and the criteria delineated for inclusion in the state plan are discussed in section 2. Section 3 addresses development of the federal funding formula associated with the proposed system for postsecondary and secondary. Application procedures for the distribution of federal vocational education dollars are discussed in section 4. Section 5, on process operationalization, presents 12 recommendations for consideration by the Division of Vocational-Technical Education for short- and long-range planning. Exhibits contained in section 6 include a list of the 12 project work objectives and Model Guidelines for Annual Application. Section 7, titled Federal Funding, provides a compilation of the newly proposed system in a format consistent with the Minnesota State Plan for Vocational Technical Education, including an operationalization of the system of Fund Application and Distribution. (YLB)

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ED205682

FINAL REPORT

A FUNDING PROCESS
TO DISTRIBUTE FEDERAL VOCATIONAL EDUCATION DOLLARS
IN MINNESOTA
ACCORDING TO P.L. 94-482

Submitted To:

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ABSTRACT FINAL REPORT

Minnesota State Department of Education

Submitted by: Research Coordinating Unit For Vocational Education

DIVISION OF
VOCATIONAL-TECHNICAL EDUCATION

Check One:

☒ Approved Contract..... State Contract No.: 63308 and 63309

☐ In-House..... State Project No. :

Project Title: Develop a Funding Process to Distribute Federal Vocational Education Dollars in Minnesota According to P.L. 94-482

Principal Investigator and Organization: Fred C. McCormick, Ph.D., President; Erwin K. Geigle, Ph.D., Consultant to EOC; Eileen R. McCormick, M.S., Project Associate
EDUCATIONAL OPERATIONS CONCEPTS, INC. (EOC)
(Include City) 1773 Skillman West, Saint Paul, Minnesota 55113
Telephone No.: (612) 633-1103

Funding Period: Nov. 7, 1980 (From) Mar. 14, 1981 (To)

X Sec. 131: $ 7,995.00	Charged to Fiscal Year	1981
Sec. 132: $	Charged to Fiscal Year	
Sec. 133: $	Charged to Fiscal Year	
Other: (Source) (Amount)	Charged to Fiscal Year	

OBJECTIVES:

The project goal was to develop a system which will distribute available Federal funds under P.L. 94-482 to all eligible recipients in an equitable manner. Twelve work objectives were also designed toward the performance of the project.

PROCEDURES:

Each of the twelve work objectives utilized a number of procedures in its accomplishment. Included were the specification of project parameters, the review of related documentation, decisions regarding current system modification or development of a new system, development of rationales for data bases, and weighting of factors.

PRODUCT(S) TO BE DELIVERED:

A Final Report includes full documentation of 1) Project procedures and outcomes; 2) documentation of the funding process; and 3) documentation of data available, including definitions and sources.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION:

The project results will provide system modifications/developments which will impact Minnesota vocational education, including its eligible recipients, as well as developments in the funding process to distribute Federal vocational dollars.

ACKNOWLEDGEMENTS

The Project Team is indebted to many individuals for their assistance and support throughout the conduct of the project. The complete list of individuals is too extensive for inclusion here, but the Project Team would like particularly to acknowledge the following:

. Dr. Mary Thornton Phillips, Assistant Commissioner of Vocational-Technical Education, Minnesota State Department of Education;

. Personnel in the Operational Services Section, Division of Vocational-Technical Education, particularly Dr. Melvin E. Johnson, Manager, Ronald C. Dreyer, Management Information Specialist, Robert Bocklund, State Plan Specialist, Dolores Pospesel, Student Follow-up Specialist, Florence Newton and Ann Wood;

. Personnel in the Support Services, Secondary Programs, Post-Secondary Programs and Adult Programs Section, Division of Vocational-Technical Education;

. Members of the Advisory Committee for the Development of a Vocational Federal Funding Formula, (named in Exhibit 6.2, following);

. Members of the Ad Hoc Special Needs Committee, (named in Exhibit 6.3, following);

. Personnel in the U.S. Department of Education, Division of State Vocational Programs and Program Finance Branch, particularly Dr. Leroy A. Cornelsen, Walter C. Verney, Lou Godla and Allan Roit;

. Personnel in the Minnesota Department of Economic Security, Minnesota Department of Health, and Minnesota State Department of Education, Division of School Management, State Aids Section.

1.0 INTRODUCTION AND BACKGROUND

This Final Report has been prepared pursuant to the conduct of a Project to Develop a Funding Process to Distribute Federal Vocational Dollars to Eligible Recipients in Minnesota According to P.L. 94-482. This introductory section includes sub-sections which report on three of the twelve work statements associated with the project procedures. Included are: (1.1) Project Background (Work Statement 1); (1.2) Rationale for Revised System (Work Statement 2); and (1.3) Final Report (Work Statement 12). Figures 1 and 2, following, present the project organization and a summary of the scope of work, respectively. See Exhibit 6.1, filed supplemental to this Final Report for a detailed listing of the twelve project objectives.

1.1 Project Background

Section 106(a)(4) and (5) of the Vocational Education Act of 1963 was amended by Title II of Public Law 94-482 (the Education Amendments of 1976), legislation which requires each state to distribute federal vocational education funds to eligible recipients on the basis of annual applications. The approval of such applications is given priority according to certain statutory criteria. Likewise, the distribution of funds to approved applicants is also dependent upon statutory criteria. Two major criteria for approving applications are stated in the law:

1) *Economically depressed areas and areas with high rates of unemployment which are unable to provide the resources necessary to meet the vocational education needs without Federal assistance; and*
2) *Programs new to the area which are designed to meet new and emerging manpower needs and job opportunities in the area (and, where relevant, in the state and Nation).*

Section 7.0, Funding, of the Minnesota State Plan for Vocational-Technical Education: Annual Program Plan for Fiscal Year 1981 (July 1, 1980 - June 30, 1981) includes a number of sub-sections as follows:

7.0 FUNDING

7.1 Federal Funding Formula (with an introductory statement, and discussions of criteria, assigning points to the criteria, determining points awarded to LEA on the five criteria, definition, explanation, and examples of funding distributions).

7.2 Proposed Distributions of Federal Funds among Eligible Recipients;

7.3 Proposed Distributions (Section 150) among Local Education Agencies for Secondary Vocational-Technical Education for FY 81.

7.4 Projected Enrollment and Estimated Funding of Vocational Institutional Programs by OE Codes and Types of Institutions FY 80, 81 and 82.

There was demonstrated a need to examine the present application and fund-distribution processes to ensure that the state is utilizing a funding process which is the least burdensome to administer, yet one which, at the same time, has the maximum validity and quality in terms of the letter and intent of P.L. 94-482. Further, there was a need for the project to provide an opportunity to review and revise the present application/fund-distribution procedures to meet three basic specifications/criteria discussed later in this section.

The purpose of the project has been to develop a funding process for the distribution of Federal Vocational Education dollars to eligible recipients

FIGURE 1

PROJECT ORGANIZATION

Project: Develop a Funding Process to Distribute Federal Vocational Dollars to Eligible Recipients According to P.L. 94-482

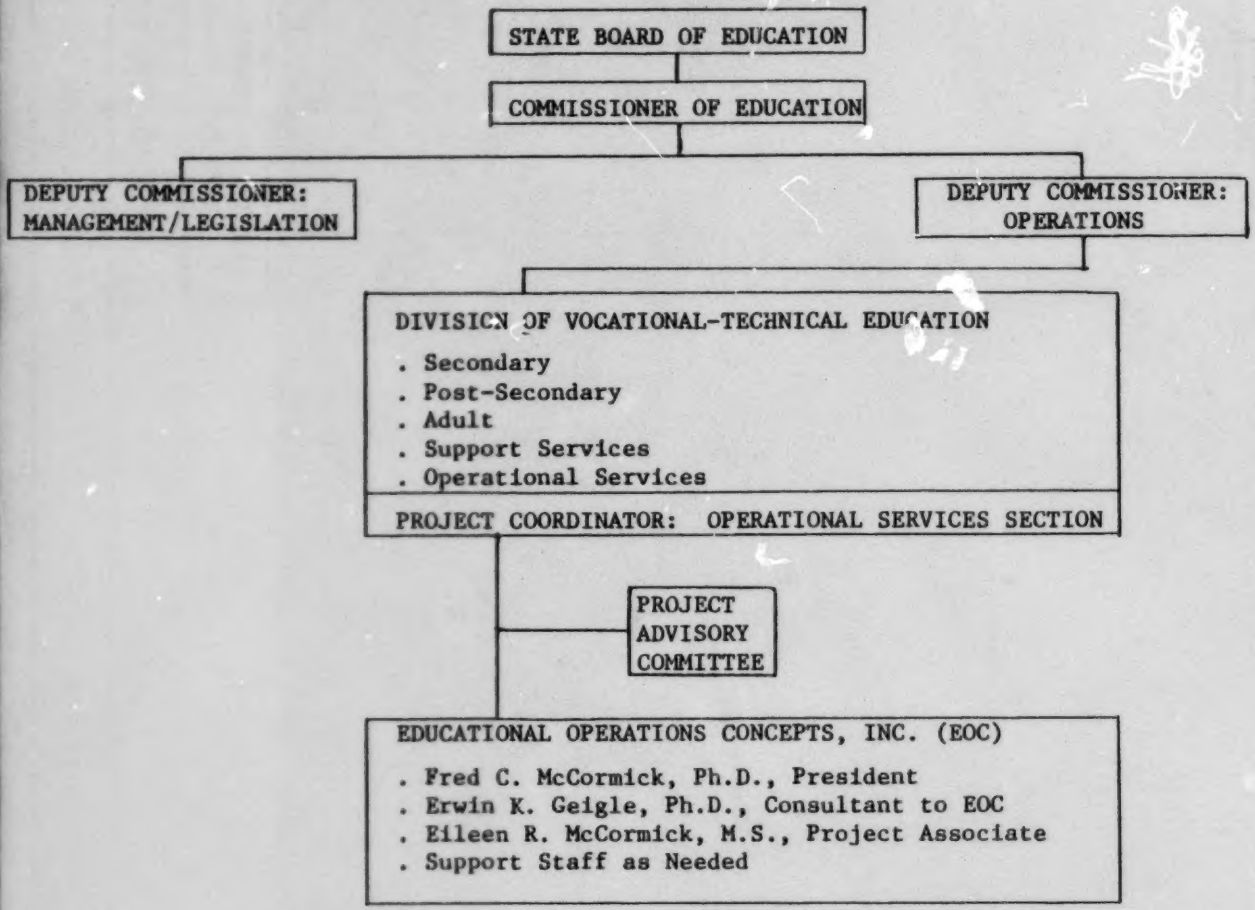
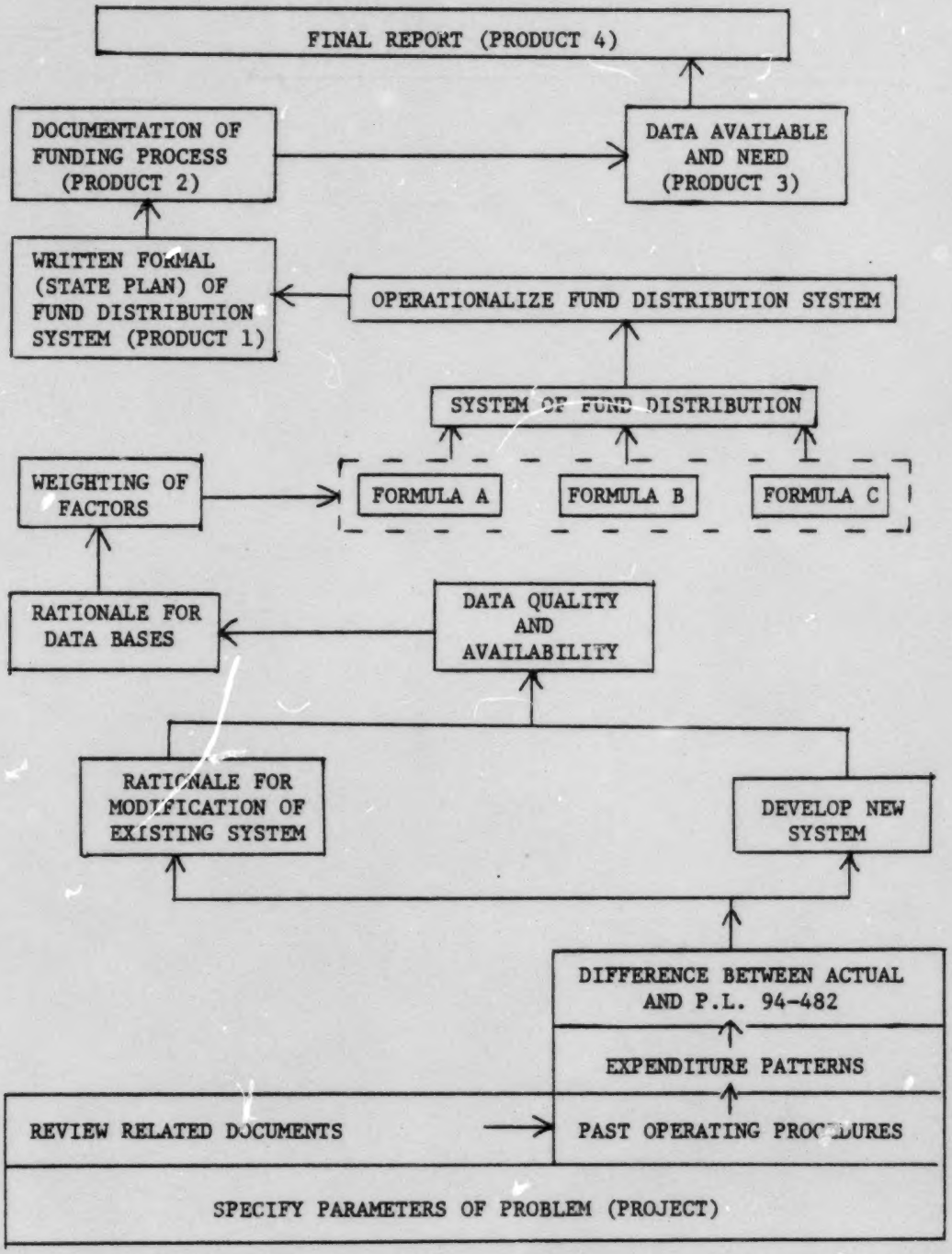

STATE BOARD OF EDUCATION
COMMISSIONER OF EDUCATION
DEPUTY COMMISSIONER: MANAGEMENT/LEGISLATION
DEPUTY COMMISSIONER: OPERATIONS
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
. Secondary
. Post-Secondary
. Adult
. Support Services
. Operational Services
PROJECT COORDINATOR: OPERATIONAL SERVICES SECTION
PROJECT ADVISORY COMMITTEE
EDUCATIONAL OPERATIONS CONCEPTS, INC. (EOC)
. Fred C. McCormick, Ph.D., President
. Erwin K. Geigle, Ph.D., Consultant to EOC
. Eileen R. McCormick, M.S., Project Associate
. Support Staff as Needed

FIGURE 2

SUMMARY: SCOPE OF WORK


FINAL REPORT (PRODUCT 4)
DOCUMENTATION OF FUNDING PROCESS (PRODUCT 2)
DATA AVAILABLE AND NEED (PRODUCT 3)
WRITTEN FORMAL (STATE PLAN) OF FUND DISTRIBUTION SYSTEM (PRODUCT 1)
OPERATIONALIZE FUND DISTRIBUTION SYSTEM
SYSTEM OF FUND DISTRIBUTION
WEIGHTING OF FACTORS
FORMULA A
FORMULA B
FORMULA C
RATIONALE FOR DATA BASES
DATA QUALITY AND AVAILABILITY
RATIONALE FOR MODIFICATION OF EXISTING SYSTEM
DEVELOP NEW SYSTEM
DIFFERENCE BETWEEN ACTUAL AND P.L. 94-482
EXPENDITURE PATTERNS
REVIEW RELATED DOCUMENTS
PAST OPERATING PROCEDURES
SPECIFY PARAMETERS OF PROBLEM (PROJECT)

according to P.L. 94-482. A final goal of the project was to define an application and fund distribution process for inclusion in the Minnesota State Plan for Vocational-Technical Education.

The scope of the project included all aspects of both the application and fund distribution process, including a number of topics referenced in the Monday, October 3, 1977 issue of Federal Register (Rules and Regulations pertaining to P.L. 94-482):

- Subpart 1 - State Administration
- Subpart 2 - Basic Grant;
- Subpart 3 - Program Improvement and Supportive Services;
- Subpart 4 - Special Programs for the Disadvantaged; and
- Subpart 5 - Consumer and Homemaking Education.

The application and fund distribution process must meet the letter and intent of Public Law 94-482, (including relevant rules, regulations and policy memoranda). Further, it must be presented in a format suitable for the state plan, must be demonstrated to be functional for all of the various instances of its implementation, and it must be developed to support program purposes. More specifically, the Request for Proposals for this project stated that the plan imply three major specifications (and associated actions) as follows:

. *Specification 1:*

Meet the letter and intent of P.L. 94-482, including relevant rules, regulations and policy memoranda.

Action: It will be necessary to consult with and obtain approval from Vocational Division staff and the appropriate offices in the Division of State Vocational Program Operations, Bureau of Occupational and Adult Education, U.S. Department of Education, Washington, D.C.

. *Specification 2:*

Be demonstrated to be functional for the various instances of its implementation.

Action: It will be necessary to demonstrate the utility of the process, since the developed fund application and distribution procedures will be included in the state plan and are procedures which must be used. Acceptable demonstration might include but not be limited to documentation of reliable data sources and calculation of federal funding levels for Local Education Agencies (LEAs) and Other Eligible Recipients (OERs). Formula and grant procedures will be appropriate, and demonstration should be made for the appropriate sections and set-asides, e.g., Sections 120, 130, 140 and 150.

. *Specification 3:*

Be developed to support program purposes.

Action: Each of the corresponding state and local program purposes should be appropriately supported as a result of using the developed fund application and distribution procedures, according to the sections and set-asides (in Sections 120, 130, 140 and 150) devoted to specific program purposes.

A Project Advisory Committee was established for this project. The Division of Vocational-Technical Education was responisble for selecting this advisory committee and for funding its activities. Members of the Project Advisory Committee represented Vocational Division staff who are responsible for administering federal vocational dollars and local education staff who are sensitive to both existing demographic conditions and programmatic needs. See Exhibit 6.2 for a roster of the Project Advisory Committee

membership. The Project Advisory Committee met four times during the project. Major responsibilities of the Project Advisory Committee included:

. Review of specific project objectives;

. Review of project design;

. Review of and contribution to project data collection, analysis and reporting activities; and

. Review of Project recommendations and suggested alternatives.

The Project Advisory Committee was joined by an Ad Hoc Special Needs Committee during its final two meetings. A Roster of the Special Needs Advisory Committee is provided as Exhibit 6.3, filed supplemental to this Final Report.

A variety of documents were reviewed directly pertaining to the distribution of Federal Vocational Education funds to eligible recipients. Some documents were vaguely relevant to the issues in that concerns were raised which dealt with "what should be" in P.L. 94-482 or why states should not follow the Federal law. In general, however, the review of documents provided an excellent frame of reference in dealing with Federal fund distribution in the State of Minnesota.

The most pertinent documents are listed below with a brief statement or two depicting the intent/summary of each document. The documents are not listed in any specific order--they are as follows:

1) Federal Register, Vol. 42, No. 191 - Monday, October 3, 1977. This document contains the rules and regulations to implement the Vocational Education Act of 1963 as revised by the Educational Amendments of 1976 (P.L. 94-482). A rendition is provided for every aspect of the Amendments including fiscal requirements, state evaluation, basic grant, program improvement and supportive services,

special programs for the disadvantaged, and consumer and homemaking. In addition, these final regulations have been revised to incorporate the Technical Amendments of 1977 or Public Law 95-40.

2) "Minnesota State Plan for Vocational Education" (Annual Program Plan for Fiscal Year 1981). The "State Plan" delineates the provisions for Federal requirements and specifies to a high degree the distribution of Federal funds to eligible recipients.

3) "Resource Allocation" by Conserva, Inc. (pp. 95-110). The total process of Federal fund distribution was analyzed by a private contractor and contrasted to current educational finance theory.

4) "Proposal Application for Adult Consumer and Homemaking: Memorandum for Agreement FY 81". The Adult Section of the Minnesota Vocational-Technical Education Division has published a format for applying for Federal funds under Section 150.

5) "Special Needs Programs Overview". The Support Services Section of the Minnesota Vocational-Technical Education Division has developed a draft document 19 pages in length which indicates the intent and operational parameters of Special Needs Program in Minnesota.

6) Program Memorandum--BOAE/DSVPO--FY 80-6. The final amounts of monies made available by Congress for FY 81 are shown for each state.

7) Program Memorandum--BOAE/DSVPO--FY 80-1. This document is a draft copy of a Proposed Policy Manual for distributing Federal vocational funds to eligible recipients within a state. It includes such areas as criteria to evaluate a distribution formula as well as a model formulae.

8) Policy Memorandum--BOAE/DSVPO--FY 79-3. The eligibility and funding of cooperative vocational education programs under P.L. 94-482 are

discussed and the interface regarding LEA vs. OER designations is provided.

9) Policy Memorandum--BOAE/DSVPO--FY 79-8. The funding for "support services" under subpart 4 (disadvantaged) was approved.

10) Policy Memorandum--BOAE/DSVPO--FY 79-14. This memorandum clarifies policy regarding the mutual exclusiveness of the set-asides.

11) "Does the Federal Vocational Education Legal Framework Hinder the Delivery of Programs for Special Needs Populations?" by Michael Brustein of Brustein and Manasevit, Attorneys at Law, September, 1980. This 30-page paper concludes that since considerable confusion has existed over the issue of excess costs, the special needs populations may very well have been deprived of badly-needed vocational opportunities.

12) "Development of Distribution Formulas for Federal Vocational Education Funds" by Nagi Salem and William Ammentorp. The paper specifies a number of factors or indicators which could be used in the development of formulas for the distribution of federal vocational education funds.

13) "Report on Audit of the Vocational Education Program, Department of Education, State of Minnesota, St. Paul, Minnesota: Audit Control No. 05-19568". The audit was for the period of July 1, 1977 through June 30, 1978. Four areas were noted for improvement: 1) Distribution of Basic Grant Funds, 2) Special Needs, 3) Work-Study Program, and 4) Assessment Projects for Students Leaving High School.

14) "Survey of Funding Practices of Handicapped and Disadvantaged Services in Vocational Education: A Summary Report", August 15, 1980. The title of this document states its content; several summarized funding

practice examples are provided.

15) Program Memorandum--OVAE/DSVP--FY 81--(Draft Copy). This document contains a proposed "Information Manual for Federal Vocational Education Fund Distribution Procedures" which is designed to be published in the Federal Register sometime in 1981.

16) State Plans for Vocational Education. Seven state plans were reviewed relevant to federal fund distribution practices: Florida, Illinois, Indiana, Kansas, Minnesota, Ohio and Utah.

1.2 Rationale for Revised System

The operational procedures practiced by the Minnesota Vocational-Technical Division to distribute Federal vocational funds were reviewed. In general, the procedures were adequate and in compliance with Federal law (P.L. 94-482). However, several items were identified which suggest that the practice of vocational Federal fund distribution could be improved in the State of Minnesota. For example, the application process per se was not strictly observed in distributing "basic grant" funds, set-asides, and Section 140 monies. Other examples related to 1) specification of handicapped and disadvantaged funds prior to distribution/utilization, 2) allocation of Federal funds to eligible recipients not necessarily based upon economic, social, and program need conditions, 3) Federal funds not always being used for maintenance, improvement, and development of programs.

In essence, past operational procedures for fund distribution indicated practices which required review and revision in four areas: local applications, specification of set-aside monies, supplanting of state funds with Federal funds, and criteria for allocating funds to eligible recipients. This was not to suggest that Minnesota was out of compliance with Federal regulations

but to indicate that the process of vocational Federal fund distribution could be improved.

The differences between the intent of the Federal Law and past procedures led the Project Team, advised by the Project Advisory Committee, in the direction of the development of a rationale for a new system and/or some modification of past practices. Thus, a new system which utilizes some of the components of past practices has been developed in the course of this project. A number of guidelines have been utilized in this development, including:

- Definitions of Other Eligible Recipients (OERs) and Local Education Agencies (LEAs), as the post-secondary and secondary, respectively, types of eligible recipients;
- A recognition that the state's post-secondary vocational-technical system exists as a state system of Area Vocational-Technical Institutes (AVTIs) which are virtually state-funded (i.e., with minimal local tax bases involved);
- A recognition of the program approval processes which exist for vocational-technical education in Minnesota.
- A recognition of student-oriented criteria utilized in funding AVTIs, and the family-oriented criteria utilized in funding LEAs.
- A recognition that institutional (OER and LEA) annual applications are required per se;
- A need for more appropriate fund allocation criteria which correspond to LEAs (secondary) and OERs (post-secondary) applicants; and
- The need for the schools (LEAs and OERs) to be made more aware of the amount and purpose of Federal dollar distribution as well as to know how and why Federal dollars are allocated.

1.3 Final Report Overview

The remaining sections of this Final Report discuss in detail aspects of Federal Funding distribution and application procedures, as follows:

. (2.0) Criteria Delineation/Data Sources

. (3.0) Formula Development

. (4.0) Application Procedures

. (5.0) State Planning and Operationalization

Section 6.0 provides a number of Exhibits, filed supplemental to this Final Report, which are associated with the discussions in Sections 2.0 - 5.0. A final section (7.0) is titled "Federal Funding" and provides a compilation of the newly-proposed system in format consistent with the Minnesota State Plan for Vocational-Technical Education, including an operationalization of the system of Fund Application and Distribution.

2.0 CRITERIA DELINEATION/DATA SOURCES

This section of the Final Report discusses the delineation of the criteria and the data sources associated with the newly-proposed system for the distribution of Federal vocational education dollars to eligible recipients in Minnesota. Included are four sub-sections which report on four of the twelve work statements associated with the project procedures. Included are: (2.1) Data Sources (Work Statement 3); (2.2) Data Base Rationale (Work Statement 4); (2.3) Criteria Delineation (Work Statement 5); and (2.4) Data Resources Specification (Work Statement 11).

2.1 Data Sources

In order to determine the ultimate data source requirements, preliminary sets of criteria were developed. Based upon the preliminary criteria the

following agencies were contacted to ascertain the availability of the accompanying information:

- Minnesota Department of Economic Security (annual average unemployment rate, employed, unemployed, and labor force statistics by county for 1980).
- Division of School Management, State Aids Section, Minnesota State Department of Education (EARC adjusted assessed property value per capita by district and the number of 5-19 year old students from AFDC families per capita by district for 1979-80).
- Minnesota State Planning Agency (population statistics by county, 1975 update).
- Minnesota Department of Health (population statistics by county, 1978 estimates).
- U.S. Department of Commerce (per capita income by county, 1978).
- Minnesota State Department of Education, Vocational-Technical Division (students receiving financial aids by post-secondary institution, numbers of handicapped, disadvantaged, and LEP students by post-secondary institution, student dropout rate by post-secondary institution, average age of program completers by post-secondary institution, number of part-time students by post-secondary institution, average daily memberships by post-secondary institution, number of consumer-homemaking students by post-secondary institution, number of handicapped and disadvantaged students by local education agency, vocational average daily memberships per local education agency, cost per vocational average daily membership by local education agency, vocational enrollments by local education agency, and consumer-homemaking enrollments by local education agency).

2.2 Data Base Rationale

Choosing factors as indicators of the federally required and state selected criteria was integrally related to certain characteristics of the data base. Data bases were chosen that provided current data which are regularly updated, and where possible, centrally reported to ensure accessibility and consistency for the entire state.

Ideally, the boundaries of the LEA would be the basic unit for data relating to LEAs. However, in general, economic conditions are reported on

a per county basis, and consequently the county is the basic unit for these data.

For post-secondary institutions, i.e. the Area Vocational-Technical Institutes, primary service areas have not been defined in Minnesota. Consequently, for purposes of approximating a primary service area, Economic Development Regions (EDRs) were utilized and economic conditions were determined by aggregating county data for each EDR.

Finally, the determination of a data base was influenced by the implications of the federally required criteria. For LEAs, the basic common denominator for data/information purposes is the family, while for OERs (post-secondary institutions) the common denominator is the student.

2.3 Criteria Delineation

Federal requirements are very specific regarding certain criteria that must be included in a State Plan for the distribution of Federal Funds. The following is quoted from the Federal Register, Vol. 42, No. 191, Monday, October 3, 1977:

> *To be eligible to receive funds, a State must maintain on file with the Commissioner a general application containing twelve assurances covering a broad range of administrative and fiscal matters (§104.141). This application includes the assurance that the State will give priority in distributing funds to (1) economically depressed areas and areas with high unemployment rates which are unable to meet the vocational needs of these areas without Federal assistance, and to (2) programs which are new to the areas to be served and which meet new and emerging manpower needs. The State must also use as the two most important factors in distributing funds to local educational agencies (1) the relative financial ability to provide needed services and (2) the relative concentration of low-income populations within such agencies. In the case of other eligible recipients, the*

state must use, as the two most important factors, the recipient's relative financial ability to provide needed services and the relative concentration of students it serves who impose higher than average costs (e.g. handicapped, disadvantaged, those with limited English-speaking ability).

In addition to the required criteria, the State is allowed to include optional criteria that are social, economic or demographic in nature. Exhibit 6.4 provides a complete list of all additional (optional) State criteria that were considered.

Based upon a preliminary assessment of the data available, the Project Team presented the following criteria and associated indicators to the Project Advisory Committee:

Post-Secondary:

Priority: Federal

Economically Depressed Areas

. High Unemployment Rate

. Inability to Provide Resources
(State system, therefore inoperative)

New Programs

. New Program Cost

. Number of New Programs

Allocation: Federal

Students with Higher than Average Costs

. Proportion of handicapped, disadvantaged and LEP students

Institutions Relative Ability to Provide Resources
(State system, therefore inoperative).

Allocation: State

Students Receiving Financial Aid

Student Dropout Rate

Average Age of Students

Non-Served Student Groups

Part-time Students

Secondary

Priority: Federal

Economically Depressed Areas

. High Unemployment Rate

. Inability to Provide Resources (per capita income)

New Programs

. Program Cost

. Number of New Programs

Allocation: Federal

Concentration of Low Income Families

. Proportion of students from AFDC families per capita by district

Relative Financial Ability

. Equalized assessed property value per capita by district

Allocation: State

Labor Force Participation Rate

Cost per Vocational Average Daily Membership (ADM)

Proportion of Vocational Students

Non-Served Student Groups

Proportion of Handicapped, Disadvantaged, and LEP Students

Further evaluation of the quality and reliability of data available necessitated the elimination of the following State Allocation criteria:

Post-Secondary

Students Receiving Financial Aid

Secondary

Cost per Vocational Average Daily Membership

Proportion of Vocational Students

Proportion of Handicapped, Disadvantaged, and LEP Students

(See Sub-sections 7.4.1 and 7.5.1, following, for complete definitions of all criteria included in the proposed formula.)

Upon establishment of a final set of criteria, the criteria were weighted according to a policy determination. Federal mandate requires that greatest weight be given to the factors listed under Allocation: Federal. In addition, those factors included in Priority: Federal must receive more weight (combined) than any single State criterion.

2.4 Data Resources Specification

Subsections 7.4.2 and 7.5.2 of 7.0, Federal Funding, provide complete documentation of the data sources ultimately used in the operationalization of the Federal Funding formula.

3.0 FORMULA DEVELOPMENT

This section discusses the development of the formula associated with the newly proposed system for the distribution of Federal vocational education dollars. This section reports on Work Statement 6 of the project procedure.

The formulas were developed according to the specifications stated in Sub-section 1.1, above, i.e.:

1) Meet the letter and intent of P.L. 94-482, including relevant rules, regulations and policy memoranda;
2) Be demonstrated to be functional for the various instances of its implementation; and
3) Be developed to support program purposes.

The formulas developed are as follows:

Post-Secondary:

Weighted Raw Points = 2(Economically Depressed Areas) + [New Programs(1) + New Programs (2)] + 6(Higher Cost Students) + Student Dropout Rate + Average Student Age + 2(Non-Served Students) + Part-time Students.

Weighted Raw Points must be calculated for each institution and then the percent of the weighted raw points awarded to the entire system is determined for each institution. Next the average daily memberships (ADMs) for each institution must be established and the percent of the total ADMs of the system must be calculated for each institution. The average (mean) of these percents is calculated and applied to the funds available for Post Secondary. This formula has the following advantages:

1) While weightings assigned to factors are arbitrary, the Students with Higher than Average Costs (as a factor) carries more weight than any other factor.
2) The distribution gives equal weight to the criteria component and the ADM component which allows funds to gravitate to institutions where the students are located.
3) The formula creates a linear relationship between need (as demonstrated by the criteria) and the student population.
4) The formula can be adapted for distribution of funds for all Sections (120, 140, 150) by substituting the proportion of the total special population in each institution.

The following is offered as an illustration of its application:

Base Information:

Total ADMs in System:	33,568
Total Points Awards in System:	2,641
Total Funds Available for System:	$10,117,890

Least Needy School:

ADM = 1000 or 2.98% of system total
Points = 40 or 1.51% of system total

Mean Percentage = 2.245%
Funds Allocated = $227,147

Most Needy School:

ADM = 1000 or 2.98% of system total

Points = 140 or 5.30% of system total

Mean Percentage = 4.14%

Funds Allocated = $418,881

Average Needy School:

ADM = 1000 or 2.98% of system total

Points = 90 or 3.41% of system total

Mean Percentage = 3.195%

Funds Allocated = $323,267

Note: ADMs are kept constant while the criteria points vary from 40 to 140 points which creates a difference of $191,734 ($418,881 minus $227,147) between the most needy school and the least needy school assuming the same size student population at each school.

(See Sub-section 7.4.4 following for a step by step application of the formula.)

Secondary:

Weighted Raw Points = (High Unemployment Rate + Inability to Provide Resources) + [New Programs (1) + New Programs (2)] + 4(Low Income Families) + 4(Relative Financial Ability) + Labor Force Participation Rate + 2(Non-Served Students).

Following the determination of weighted raw points, the formula is identical to that presented for Post-Secondary. (See Sub-section 7.5.4, following, for a step by step application of the formula.)

4.0 APPLICATION PROCEDURES

This section discusses application procedures for the distribution of Federal vocational education dollars. Included are two sub-sections which report two of the twelve work statements associated with the project procedures.

Included are: (4.1) Fund Application/Distribution System (Work Statement 7) and (4.2) Fund Application/Distribution Document (Work Statement 10).

4.1 Funding Application/Distribution System

The development of the Formula, discussed above, was followed by the development of a funding application/distribution system. Both the Advisory Committee for the Development of a Vocational Funding Formula and personnel in the Federal Establishment were consulted as part of this process. The Advisory Committee expressed a number of concerns/issues related to funding application/distribution system procedures. These are summarized as follows:

Overall Concerns

- The process should be as simple as possible;
- Data utilized must be current, reliable and valid;
- LEAs and OERs must participate in communications relating to the process, the dollar availability, and the intent of the process;
- Adherence to the Letter of the Law (both intent and definitions) is necessary;
- Delineation/definition of "current services levels" vs."could or should service levels" is important;
- An intermediate district might be considered both an LEA and OER;
- The scope of all variables must be defined/delineated (e.g., region, county, total school district, secondary/post-secondary levels, etc.);
- ATIs should be demonstrated as OERs, with a rationale to be developed for the inoperability of ability to pay.

Application/Proposal

- The application must request (objective) data and information;
- The application will require some narrative to describe process, but should request short descriptions;

- The application should include clear instructions, and should provide consistent statewide data to LEAs and OERs.
- Data sources and population descriptions should be tailored to each of the appropriate sections of P.L. 94-482.
- Application review processes (including reviewers) should be defined;
- The application process should be capable of being adaptable to automated data processing, with machine-readable formats;
- Definitions of new programs and maintenance of programs in a subsequent year need to be specified;
- There needs to be an equitable mix of levels of funding across program operation levels (i.e. secondary/post-secondary/adult);
- The number of formulas needed (e.g. LEAs, OERs) must be explored and determined.

Section 150

- The appropriate use of funds at the adult and secondary levels is an issue.
- The issue of the vocational division management's "decisions/practices" regarding distribution that may not meet the letter of the law (if any) was raised.

It should be noted that the two foregoing issues relating to Section 150 will be more appropriately dealt with by the Vocational-Technical Division's policy-makers than by the Project Team within the scope of this project.

The concerns and issues summarized above were considered by the Project Team in the design of the funding application/distribution system.

4.2 Funding Application/Distribution Document

Model guidelines for annual application have been developed as a project product, and this documentation is filed supplemental to this Final Report, as Exhibit 6.5, following. Included are such annual application items as base information, introduction, assurances, non-served student group(s) and

Sections 120, 130, 140 and 150.

5.0 STATE PLANNING AND OPERATIONALIZATION

This section of the Final Report discusses state planning and operationalization. Included are two sub-sections which discuss three work statements, as follows: (5.1) System Operationalization/Minnesota State Plan Compilation (Work Statements 8 and 9); and (5.2) Recommendations for Short- and Long-Term Planning (Work Statement 12).

5.1 System Operationalization/Minnesota State Plan Compilation

Following the criteria delineation, the data sources specification, and the formula development/application procedures design, the funding process to distribute Federal vocational education dollars has been operationalized. This has been accomplished by utilizing actual data and generating federal dollar allocations for fiscal year 1983 for all LEAs and OERs in the State. Section 7.0, following, provides a complete operationalization of the system, in a written format consistent with the Minnesota State Plan for Vocational-Technical Education. Tentative Federal approval of this funding process has been obtained following a two-day conference at the Program Finance Branch, U.S. Department of Education, Washington, D.C., in early April, 1981. Exhibit 6.6, following, is a federal approval follow-up letter. Exhibit 6.7 provides a listing of the Federal/State of Minnesota personnel associated with the funding/distribution process.

5.2 Recommendations for Short- and Long-Term Planning

A number of recommendations are offered by the Project Team for consideration by the Division of Vocational-Technical Education for its short-range (one year) and long-range (three to five years) planning. The Project Team

found evidence of many major strengths as well as some areas needing further review and discussion, relating to a funding process to distribute Federal vocational education dollars in Minnesota according to P.L. 94-482. The recommendations which follow have resulted from the project performance and reflect many of the suggestions made by personnel both within and beyond the Division of Vocational-Technical Education:

1) Request that all interested personnel (both within the Division of Vocational Education and beyond) review this report, including its associated products, thoroughly;
2) Plan to discuss the project results within appropriate sections of the Vocational-Technical Division, with the Assistant Commissioner and Division Managers, as well as with the Secondary, Post-Secondary and Adult Directors within the State of Minnesota. The Project Team might be available to provide any additional technical assistance desired during this period;
3) Identify change strategies which need priority attention and define a time schedule for their accomplishment according to both one-year and five-year planning within the Division of Vocational Education.
4) Seek and adopt more extensive and clear lines of communication, related to Federal funding distribution, with the Federal Establishment, with Minnesota schools (LEAs and OERs) and within the Division of Vocational-Technical Education/Minnesota State Department of Education.
5) Consider the adaptation/adoption of additional funding criteria in secondary vocational education (LEAs), as additional data sources become available (e.g. cost per vocational ADM, proportion of vocational students to total students, proportion of handicapped,

disadvantaged, and LEP students, etc.).

6) Consider collecting/storing/processing the data utilized in the funding formulas in electronic data processing/machine readable formats (a consideration which is particularly necessary in determining dollar allocations for LEAs).

7) Consider the utilization of an advisory committee (similar to the Advisory Committee for the Development of a Vocational Federal Funding Formula) to perform a periodic review of the funding process to distribute Federal vocational education dollars in Minnesota.

8) Consider the utilization of both internal and external committee(s) in the review of Annual Applications for Federal vocational education dollars, as part of the LEA/OER application review process.

9) Designate the operational services section and its manager as the recipient of annual applications, and as the Divisional staff coordination unit for processing annual applications in cooperation with the Managers and Supervisors in Secondary, Post-Secondary and Adult Programs.

10) Consider expansion of the OER definition to include other (potential) eligible recipients in Minnesota.

11) Continue to recognize the need for the schools (LEAs and OERs) to be made more aware of the amounts and purposes of Federal dollar distribution as well as to know how and why Federal dollars are allocated. Consider providing a series of one-day seminars/workshops for LEA/OER personnel who are responsible for the preparation of Annual Applications.

12) Develop a structured strategy for aggregating local plans for vocational education for state-level planning in Minnesota Vocational Education.

6.0 EXHIBITS

Seven Exhibits relating to the performance of the Project follow.

Section 7.0, Federal Funding, is the concluding section of the Final Report.

Exhibits

- 6.1 Twelve Project Work Activities
- 6.2 Advisory Committee for the Federal Formula
- 6.3 Ad Hoc Special Needs Committee
- 6.4 State Criteria (Optional)
- 6.5 Model Guidelines for Annual Application
- 6.6 Federal Approval Follow-Up Letter
- 6.7 Associated Federal/STate of Minnesota Personnel

EXHIBIT 6.1

TWELVE PROJECT WORK OBJECTIVES

1. Clearly outline the parameters of the problem specific to Minnesota including the review of: a) related documents, b) past operational procedures for fund distribution, c) actual expenditure patterns for fiscal year 1980 for the federal funds under Sections 120, 130, 140, and 150, and d) differences between the intent of the law and past procedures.

2. Dependent upon the extent of the differences between past procedures and the intent of P.L. 94-482, develop a rationale for modifying past procedures or propose a new system (process) for distributing the federal funds--Project Advisory Committee input will be required at this point.

3. Determine the quality and availability of data sources which impact the prioritization and/or distribution of the federal dollars to eligible recipients.

4. Develop a rationale for determining the data base of LEAs and OERs. The Project Advisory Committee and Minnesota State Department of Education personnel will be asked to review and make suggestions.

5. Determine the weight that each factor (federally mandated criteria as well as optional state criteria) will receive in the two categories of factors -- general economic conditions and special need factors of LEAs and OERs. The weights can be determined by either an empirical technique such as discriminant analysis or by policy determination.

6. Develop formula(e) for distributing federal funds according to P.L. 94-482 for Sections 102(a), 102(b), and 102(c) including the set-asides under Section 102(a). The actual formula(e) developed will be used in conjunction with the prioritization process of the applications if the system results in a two-stage process.

7. Specify the system of fund application and distribution procedures using the formula(e). At this point, U.S. Department of Education personnel will be asked to review the system and to make suggestions to the contractor.

8. Operationlize the system of fund application and distribution by utilizing actual data and generating federal dollar allocations for fiscal year 1980 for LEAs and OERs. Since FY 80 federal allocations have already been determined for LEAs and OERs under the old procedures, the differences in dollar amounts between the old procedures and the newly proposed system will be specified.

9. Compile the new system in a written format consistent with the Minnesota State Plan for Vocational-Technical Education.

10. Develop documentation which delineates the new system of fund application and distribution including: a) an overview of the system, b) time lines

for the total system on an annual basis, c) criteria for prioritizing applications and/or allocating dollar amounts, d) fund application and distribution procedures, e) annual fiscal and program report additions and/or modifications, and f) indices used by the State Vocational-Technical Division for compliance monitoring and evaluation. This document is intended to be used by LEAs and OERs.

11. Specify the state and/or federal agencies which must provide data that are to be used in the new system and the corresponding times when the data are available/needed.

12. Compile all information, develop products, and write final project report. Tentative federal approval of the funding process will be obtained.

EXHIBIT 6.2

ADVISORY COMMITTEE

FOR THE FEDERAL FORMULA

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551 Capitol Square Building
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Management Information Specialist
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EXHIBIT 6.3

AD HOC SPECIAL NEEDS COMMITTEE

AVTIs

Howard Anderson (612-629-6764)
Supervisor, Special Needs
Pine Technical Institute
Pine City, MN 55063

Debbie Drinkard (218-751-4137)
Special Needs Unit
Bemidji AVTI
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STATE DEPARTMENT OF EDUCATION

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EXHIBIT 6.4

STATE CRITERIA (OPTIONAL)

Labor Force Participation Rate (LEA)

Per Capita Income (LEA)

Students Receiving Financial Aid (OER)

Title I Students (LEA)

Type of Program (LEA and OER)

Average Annual Cost Per FTE Instructor (LEA and OER)

Student Dropout Rate (LEA and OER)

Average Age of Student (OER)

Specification of Non-Served Student Pool (LEA and OER)

State Appropriation Per ADM (LEA and OER)

Number of Part-time Students (OER)

Valuation of Equipment and/or Plant Per ADM (LEA and OER)

EHXIBIT 6.5

MODEL GUIDELINES FOR

ANNUAL APPLICATION

TO CONDUCT VOCATIONAL-TECHNICAL EDUCATION PROGRAMS AT THE SECONDARY AND POST-SECONDARY LEVELS FOR FY 1983 UNDER PUBLIC LAW 94-482

Submitted To:

Dr. Melvin E. Johnson, Manager
Operational Services Section
Division of Vocational-Technical Education
Minnesota State Department of Education
Capitol Square Building, Fifth Floor
550 Cedar Street
Saint Paul, Minnesota 55101

Submitted By:

Contact Person at Local Education Agency (LEA)
or Other Eligible Recipient (OER)
Other Eligible Recipient, District No. 000-00
9999 Response Street
Vocational Community, Minnesota 55000

January 1, 1982

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1.0 BASE INFORMATION

Section A: (Complete by Local School Personnel)

1. School Name: _____

   a. School District Number: _____

   b. County Name and Code Number: _____

2. Level of Program

   a. Check One:

   ☐ Secondary

   ☐ Post-Secondary

   b. Does this application include request for funds for adult vocational education?

   ☐ Yes

   ☐ No

3. Do these programs provide opportunity for training for non-traditional career patterns of males and females?

   ☐ Yes ☐ No ☐ Partial

4. Has your "sex equity plan" been approved by the Minnesota Division of Vocational-Technical Education?

   ☐ Yes ☐ No ☐ Unknown

5. Name of Vocational Administrator: _____

   Signature: _____

Section B: (Complete by SDE Personnel)

1. Are the proposed programs and efforts consistent with priorities specified in the current State Plan for Vocational Education?

   ☐ Yes ☐ No ☐ Partial

   If partial, please document where and why it is inconsistent with the State Vocational Education priorities and attach your written comments to this sheet.

2. Criteria and weighted point range for awarding Federal Vocational Education funds.

Post-Secondary (OER)		Secondary (LEA)	
a. High Unemployment Rate	(2-20) = _____	a. High Unemployment Rate	(1-10) = _____
b. New Programs	(0-20) = _____	b. Inability to Provide Services	(1-10) = _____
c. High Cost Students	(0-60) = _____	c. New Programs	(0-20) = _____
d. Student Dropout Rate	(1-10) = _____	d. Low Income Families	(4-40) = _____
e. Average Age of Completers	(1-10) = _____	e. Relative Financial Ability	(4-40) = _____
f. Non-Served Students	(0-20) = _____	f. Labor Force Participation Rate	(0-10) = _____
g. Part-Time Students	(0-10) = _____	g. Non-Served Students	(2-20) = _____
TOTAL POINTS	(4-150) = _____	TOTAL POINTS	(11-150) = _____

3. Federal Vocational Education Funds Awarded $_____

Section 120 (Basic Grant) . . . . . $_____

Basic Grant $_____

Special Needs $_____

Section 130 (Program Improvement and Supportive Services) . . . . . $_____

Section 140 (Special Programs for Disadvantaged) . . . . . $_____

Section 150 (Consumer and Homemaking Education) . . . . . $_____

Comments: _____

_____

_____

4. Minnesota State Department of Education/Division of Vocational-Technical Education Approvals

. Section Approvals

a. Adult _____

b. Operational Services _____

c. Post-Secondary _____

d. Secondary _____

e. Support Services _____

. Authorized SDE Name: _____

. Approval Signature: _____

2.0 INTRODUCTION

(The "Introduction" should essentially address four items. First, it should indicate the areas for which you are requesting funds--the areas should coincide with the priorities specified by the State Plan for Vocational Education. Second, you should identify those areas which have had special federal vocational funding in the past, such as the Vocational Advisor Project under Section 140. Third, highlight any new efforts and/or new instructional programs. For example, the following program and projects would be listed if your institution was requesting their initiation for fiscal year 1983:

Silver Smith Program - Section 120
Utility Regulation Program - Section 120
Energy Education Program - Section 120

Parenting Education Project - Section 150, Adult Education

Finally, the fourth item would acknowledge local, state and other individuals or agencies who provided input in developing the annual application.)

3.0 ASSURANCES

(The annual application must contain four assurances as specified in Section 104.141(f)(4). These assurances would probably be applicable to each program or project contained in the annual application. The annual application must:

1. Be developed with representatives of education and training resources and the local advisory committee.

   Explanation: Each program and project contained in the application must be developed cooperatively with local institutional staff, state level

personnel, local advisory committees, and other significant individuals or agencies. This requirement is mandated in the State Plan for Vocational Education; therefore, it should already be completed for all ongoing programs and projects.

2. Describe vocational education needs, how programs will meet these needs and the use of the evaluation results in program development.

   Explanation: For all ongoing programs, you have met this requirement in your new program proposals at the time they were submitted to the Minnesota Vocational-Technical Division. Of course, for any new program or effort you need to address this requirement.

3. Describe how the activities proposed in the application relate to CETA programs in the area conducted by a prime sponsor.

   Explanation: In most cases, vocational institutions cooperate with local prime sponsors and that cooperative effort (e.g., the non-financial agreement) should be referenced.

4. Describe the relationship between vocational education programs proposed to be conducted with Federal funds under P.L. 94-482 and other programs in the geographic area or community which are supported by state and local funds.

   Explanation: Since vocational programs are approved at the state level, duplication and needless competition is virtually eliminated. The State Plan for Vocational Education should be referenced for this item.

In summary, for these four assurances, the State Vocational Division and the State Plan for Vocational Education should be referenced. The Minnesota Vocational-Technical Division should have all the information to comply with these assurances except where a program or project is new or in the case of a

special effort(s). For the exceptions cited, you should address the four assurances under the part of this annual application where the new efforts and projects are described.)

4.0 NON-SERVED STUDENT GROUP(S)

In each of the Annual Application items which follow, non-served student group(s) should be identified and described, in narrative form, providing the following information:

1. Documentation regarding identified population(s);
2. Specific services to be provided; and
3. Reasons for failure to serve this population(s) thus far.

5.0 SECTION 120 (BASIC GRANT)

Instructional Programs

(For all ongoing programs, the program budget sheets with the appropriate back-up material should be referenced. For all new programs, the new program proposal filed with the Minnesota Vocational-Technical Division should be referenced. If the new program proposal(s) has not yet been submitted to the Minnesota Vocational-Technical Division, it must be contained as part of this annual application.)

Work-Study Program

(Reference the program budget sheets and continue to do the same for each area.)

6.0 SECTION 130 (PROGRAM IMPROVEMENT AND SUPPORTIVE SERVICES)
7.0 SECTION 140 (SPECIAL PROGRAMS FOR DISADVANTAGED)
8.0 SECTION 150 (CONSUMER AND HOMEMAKING EDUCATION)

(For the remaining Sections of 130, 140 and 150, the Vocational Budget/ Financial Report (ED 01288-04) sheets should be referenced unless the project

is new for fiscal year 1983 or you want to make changes in an ongoing project. The changes need to be clearly documented in relationship to prior year submission of purpose and content. Of course, projects that have been submitted on special formats such as Adult Consumer and Homemaking projects under Section 150 will continue as before and be included as part of this application. A new project will need to address the significant items on a format developed by the appropriate Section of the Minnesota Vocational-Technical Division.)

Minnesota State Department of Education	Vocational-Technical Education 548 Capitol Square · 550 Cedar St. Paul, Minnesota 55101	POST-SECONDARY VOCATIONAL PROGRAM BUDGET/FINANCIAL REPORT	ED 01233-01 39

Program Name

School Name

County	Type	District	School	☐ INSTRUCTIONAL
O.E. Program Code	UFARS Code	Class Hours per Day	Number of days	☐ SUPPORT SERVICE

	OBJECT DESCRIPTION	ACTUAL 1979-80 EXPENDITURES	BUDGET REQUEST 1981-82	STATE RECOMMENDED 1981-82 BUDGET	(DUE 8-15-82) ACTUAL 1981-82
1.	Licensed Salaries			*	
	Non-Licensed Salaries			*	
3.	Licensed Fringe Benefits			*	
	Non-Licensed Fringe Benefits			*	
5.	Travel,Instructional/Administration			*	
	Travel, Prof. Developement			*	
	Rents & Leases				
8.	Other Purchased Services			*	
	Supplies & Materials				
10.	Supp[illegible]or Resale				
	. Equipment				
12.	Other Capital Expenditures				
	. Student Activities				
	. Other Expenses			*	
15.	TOTAL ELIGIBLE PROGRAM EXP.			*	
	. Sales of Supplies & Services				
17.	Sale of Fixed Assets				
	. Other Revenue				
19.	NET BUDGET				
20.	ADM				
	Headcount	M F	M F	M F	M F
22.	Completions				M F
	No. of Licensed Staff				
24.	Licensed Staff F.T.E.				
	No. of Non-Licensed Staff				
26.	Non-Licensed Staff F.T.E.				

VOCATIONAL ADMINISTRATOR OR SUPERINTENDENT SIGNATURE

(Budget) _____ _____ (Report)

APPROVED PENDING VALID VOCATIONAL LICENSURE AND AVAILABILITY OF FUNDS

APPROVED: _____ _____

Authorized State Date

*Same as Request for Post Secondary

EXHIBIT 6.6 FEDERAL APPROVAL FOLLOW-UP LETTER

Minnesota State Department of Education
Capitol Square ☐ 550 Cedar Street ☐ St. Paul, Minnesota 55101

Phone: (612) 296-2421

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April 7, 1981

Mr. Walter C. Verney
Chief, Program Finance Branch
U.S. Department of Education
ROB-3, Room 5652
7th Avenue and D Street, S.W.
Washington, D.C. 20202

Dear Mr. Verney:

Thank you for meeting with Dr. Erwin K. Geigle last week regarding proposed procedures for distributing Federal Vocational Education Funds in Minnesota. It was good of you, Mr. Lou Godla, and Mr. Allan Roit to review the proposed fund distribution procedures, and we are pleased that you are generally satisfied that Minnesota would meet both the letter and intent of P.L. 94-482 if the procedures were implemented as proposed. You and your staff did, however, suggest some valuable modifications which were very helpful. The five suggestions will be incorporated into Minnesota's Federal Fund Distribution Procedure; they are as follows (no specific order):

1. The unemployment rate for OERs will be based on a primary service area such as Minnesota's Economic Development Regions (an aggregate of one or more counties);
2. Initially each factor will be assigned an equal number of points; subsequent to the assignment of points each factor will be weighted to reflect appropriate emphasis;
3. "Proportions" will be used on the student dropout rate factor instead of both proportions and rank;
4. An additional section of a program within a school will not qualify for a new program; and
5. For LEAs, the number of vocational students will be used for weighting the allocation of federal dollars instead of the total vocational budget.

A special thank you is also extended to Dr. LeRoy Cornelsen. He has provided general direction and materials to Dr. Geigle on several occasions.

Mr. Walter C. Verney
Page Two
April 7, 1981

Unless we are contacted by you or your staff by April 22, 1981, we will assume that you concur with Minnesota's Federal Fund Distribution Process as presented by Dr. Geigle with the above modifications. If you or your staff desire additional information or want to discuss any aspect of distribution procedures, please contact Dr. Geigle directly (612-434-6341) or Dr. Fred McCormick (612-633-1103). Dr. McCormick, President of Educational Operations Concepts, Inc., is the project contractor for this effort.

Again, thank you very much for your hospitality and valuable recommendations.

Sincerely,

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Operational Services Section
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Erwin K. Geigle, PhD
Consultant

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EXHIBIT 6.7

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7.0 FEDERAL FUNDING

7.1 Rationale

The federal rules and regulations stipulate numerous requirements for expenditures of federal vocational funds. The following information is included to explain and detail the distribution of those federal funds anticipated for allocation to the State. These charts and the accompanying narrative should assure compliance with all components of the regulation and of the Act.

The State, in examining overall, comprehensive budgetary needs for vocational-technical education for an ensuing year, can eliminate, correct or compensate for deficiencies among or representative of eligible recipients (ERs) and other agencies according to the specified criteria of the State's federal funding formula utilizing an application process according to those criteria. Eligible recipients may have accessibility to federal funds through submission of an annual local application.

In the Five Year State Plan, FY 78, the State submitted the general application to the U.S. Commissioner of Education in compliance with 45 CFR §104 (1979) identifying the priorities designated by the twelve specific assurances and in accordance with the criteria specified in the State's Federal fund distribution criteria.

Two major procedures, 1) the federal funding formula and 2) reimbursable contractual agreements*, are used to allocate and distribute federal funds to ERs. Different criteria are applied in determining an ER's eligibility and in distributing funds depending upon which of these two procedures is being considered.

In examining the various tables in the Plan, it may not be possible to trace or reconcile monetary items from table to table since some tables include grant allocations while others include Federal funding formula allocations, or both.

The Minnesota vocational-technical data collection process has not been computerized, therefore enrollment projections and funding estimates by USDE codes were prepared manually and accuracy cannot be verified. In addition, accounting capability of the State is limited, and it is difficult to distinguish between State and local funds.

*Definitions

Reimbursable Agreements

An informal legal document used with local education agencies and institutions of higher education; and processed within the Minnesota Department of Education.

Contractual Agreement

A formal legal document used in contracting with private firms which require review and/or approval by agencies external to the Minnesota Department of Education.

Local Education Agency (LEA)

Local education agencies (school districts) offering secondary vocational education.

Other Eligible Recipient (OER)

Area Vocational-Technical Institutes offering post-secondary and adult vocational education.

Eligible Recipient (ER)

Refers to either or both Local Education Agency (LEA) and Other Eligible Recipient (OER).

7.2 Federal Funding Formula (Background)

7.2.1 Introduction

In the Five Year State Plan, FY 78, the State submitted the general application to the U.S. Commissioner of Education in compliance with 45 CFR §104 (1979) identifying the priorities designated by the twelve specific assurances and in accordance with the criteria specified in the State's federal funding formula. The SBE, in compliance with regulation, developed a federal funding formula and selected certain criteria discussed in the following pages.

The federal funding formula is designed to help the State's vocationally approved occupational training programs meet labor demand resulting from employment expansion, produce skilled workers in areas of high labor turnover and meet the training needs of a higher percentage of the total labor market. All ERs are potential recipients for federal vocational funds to use to improve their vocational programs. ERs which offer reimbursable vocational education programs will be considered in the distribution of funds.

ERs must submit pertinent information regarding FY 83 federal funding formula distribution criteria. In previous years, the Minnesota State Plan for Vocational-Technical Education used a two-step process for federal fund distribution. This year, FY 83, a one-step process which is as equitable as the former two-step process, will be used. This distribution process is intended to help vocational education meet the needs of all population groups throughout the State.

7.2.2 General Intent of Federal Law

It may be prudent to describe the intent of Federal Law regarding Sections 120, 130, 140 and 150. The basic intent was to increase the amount of

state and local dollars available for vocational education, to supplement efforts currently in progress, and to fund new efforts. Conceptually, P.L. 94-482 was designed to allocate funds to eligible recipients based upon: a) general indicators of economic depression, b) new programs, c) higher than average student costs pertaining to handicapped, disadvantaged and LEP students, d) relative financial ability, and e) other economic, social and demographic information. The other economic, social and demographic information is optional, state-specified criteria.

Federal funding does not determine specific educational activities or services. The intent of the federal law is to allocate funds to schools based upon the degree of presence or absence of the general criteria stated in "a" through "e" above. In turn, the eligible recipients should have the prerogative to determine how the Federal funds will be spent at the institutional level. How the Federal funds are to be spent relates to the type of services provided, in keeping with State priorities.

7.3 Federal Funding Distribution Procedures

The following diagrams, steps, timelines, and criteria serve to describe the procedures utilized in the distribution of federal funds.

7.3.1 Procedure Guide

The following diagram (Figure 3) provides an overview of the federal funding distribution procedure. In addition, a timeline and eleven (11) steps for the federal funding distribution procedure are provided in Figure 4.

7.3.2 Annual Applications

Annual application refers to the process which eligible recipients must complete and information which they must provide prior to the distribution of Federal Vocational Education Act (VEA) funds. Section 104.141(f)(4) specifies four assurances which must be contained in the annual application. The application must:

1. Be developed with representatives of education and training resources and the local advisory committee;

2. Describe vocational education needs, how programs will meet these needs, and the use of the evaluation results in program development;

3. Describe the relationships of proposed programs with CETA and other local employment and training programs; and

4. Describe the relationship between the proposed vocational programs and other state and local programs.

In addition, local applications will be greatly strengthened by including

Figure 3

OVERVIEW OF FEDERAL FUNDING
DISTRIBUTION PROCEDURE

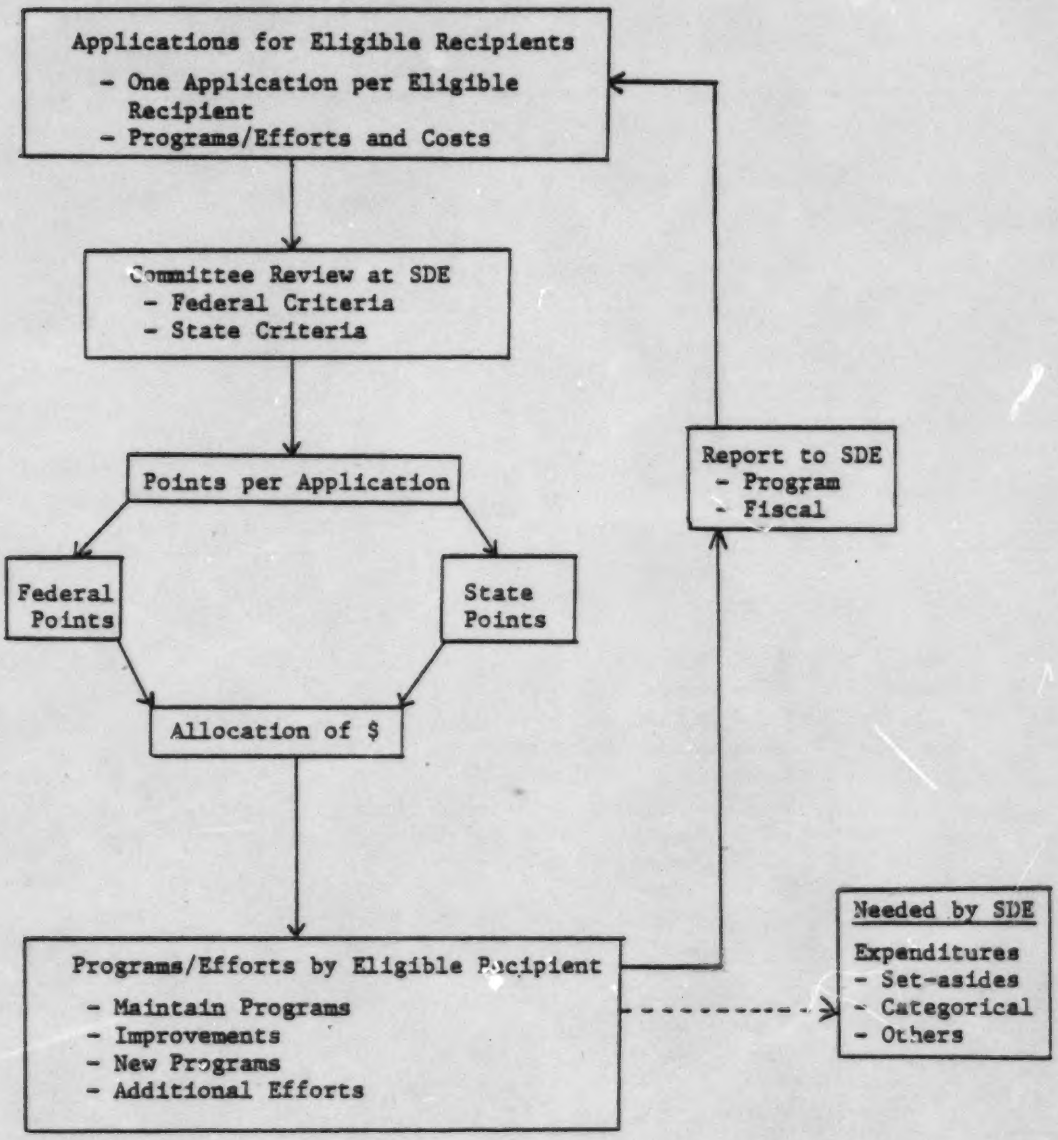

Figure 4

TIMELINE AND STEPS FOR
FEDERAL FUNDING DISTRIBUTION PROCEDURE
FY 83

Time Lines	Steps
April, 1981	Step 1: LEAs/OERs are sent a brochure describing the Federal Funds availability, request for applications, priority criteria, funding criteria, time lines, application format, areas of funding, etc.
May-August 1981	Step 2: Meetings held to answer questions and explain the process further.
September to December 1981	Step 3: LEAs/OERs compile applications.
January 1, 1982 (Post-Secondary) February 1, 1982 - (Secondary)	Step 4: Applications due at SDE.
January 15, 1982 - (Post-Secondary) February 15, 1982 - (Secondary)	Step 5: LEAs/OERs informed when applications are received.
January-March, 1982 - (Post-Secondary) February-April, 1982 - (Secondary)	Step 6: Applications reviewed.
March 15, 1982 - (Post-Secondary) April 30, 1982 - (Secondary)	Step 7: LEAs/OERs informed of approval and funding level.
September 15, 1982	Step 8: Compliance monitoring schedule sent to LEAs/OERs (Criteria).
October 15, 1982	Step 9: Partial payment of funds to LEAs/OERs.
August 15, 1983	Step 10: Annual Reports due at SDE.
November 15, 1983	Step 11: LEAs/OERs informed of "evaluation" based on Annual Reports.

suggested (optional) items which add detail to 104.141(f)(4)(B) such as:

1. The number of vocational students who will benefit from the proposed programs (not total enrollment);

2. The instructional costs;

3. Justification for maintaining existing programs and justification for new programs using Federal funds;

4. Start-up costs for new programs and continuation costs for maintaining other programs;

5. Additional equipment and/or facilities required;

6. Instructional program objectives, including course content, clock hours, credits, and level of occupational skills to be attained;

7. Relationship of proposed programs to employment needs of the service area, and a description of how the programs meet the needs of special populations (based on National, regional, state or local needs);

8. Availability and quality of the instructional staff;

9. Planned supervision and evaluation of the proposed program; and

10. The articulation of the proposed programs to the various levels of similar programs in the service area.

7.3.3 Summary of Formula Criteria and Weighted Point Values

The following table summarizes the criteria as applicable to secondary (LEAs) and post-secondary/adult (OERs) and the accompanying point range. Criteria for LEAs and OERs are the same with sub-criteria differing by institutional classification.

Criteria	LEA (Secondary)	Point Range	OER (Post Secondary/Adult)	Point Range
Economically Depressed Areas				
. High Unemployment	X	1-10	X	2-20
. Inability to Provide Resources	X	1-10	--	--
New Programs				
. Program Cost	X	0-10	X	0-10
. Number of Programs	X	0-10	X	0-10

(Continued on next page)

Criteria	LEA (Secondary)	Point Range	OER (Post Secondary/Adult)	Point Range
Concentration of Low Income Families/High Cost Students	X	4-40	X	0-60
Relative Financial Ability	X	4-40	--	--
Student Dropout Rate	--	--	X	1-10
Average Age of Completers	--	--	X	1-10
Non-Served Student Groups	X	0-20	X	0-20
Part-time Students	--	--	X	0-10
Labor Force Participation Rate	X	1-10	--	--
TOTAL		11-150		4-150

7.4 Post Secondary Formula (OER)

Sub-sections 7.4.1 and 7.4.2 following, provide a definition of the criteria as well as criteria/explanation and data sources. In addition, sub-section 7.4.3 provides the formula for OERs, while sub-section 7.4.4 includes an example of an affluent and a depressed OER, and sub-section 7.4.5 presents the proposed distribution of points and dollars.

7.4.1 Definition of Criteria

The following are the defined criteria according to federal priority and allocation, and state allocation.

I. Priority: Federal

A. Economically Depressed Areas:
Economically depressed areas are those Economic Development Regions (EDRs, of which there are a total of thirteen) identified as having high unemployment rates based upon an annual average. Since employment figures are available by county only, aggregate labor force and unemployment figures must be calculated for each region to establish the annual unemployment rate for the Economic Development Region. Unemployment rate for each EDR is then determined by dividing the aggregate number of unemployed by the aggregate labor force. OERs are awarded points based upon the Economic Development Region in which they are located.

B. New Programs:

New programs are defined as six digit U.S. Department of Education Instructional Program Code programs that are new to the school. Program proposals which are new to the school are prepared by the OER for review and approval by the local program

advisory committee. The reviewed proposal is referred to the appropriate state supervisor and processed through the appropriate personnel within the Vocational-Technical Division of the State Department of Education. Approved program proposals are referred to the Higher Education Coordinating Board (HECB). HECB forwards the document to the Curriculum Advisory Committee for discussion and advice. The Curriculum Advisory Committee and the HECB staff advises the Higher Education Coordinating Board regarding the proposed program according to the following criteria:

1) need
2) duplication
3) mission of the institution
4) cost/benefit

The HECB reviews the proposed program, makes a recommendation, and transmits the results to the Division of Vocational-Technical Education.

II. Allocation: Federal

A. Students with Higher than Average Costs:

Students with higher than average costs include all handicapped, disadvantaged, and limited English proficiency (LEP) students identified according to Federal definitions as reported in the Federal Register. They are as follows:

Handicapped* refers to a person who is:

1) mentally retarded
2) hard of hearing
3) deaf
4) speech impaired
5) visually handicapped
6) seriously emotionally disturbed
7) orthopedically impaired
8) other health impaired
9) specific learning disability
10) deaf/blind
11) multihandicapped

For reporting purposes at the post-secondary level, a handicapped person is someone who has a physical or mental impairment.

Limited English Proficiency refers to any member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English. Some examples of national origin minorities are persons of Spanish, Chinese or Italian heritage. The chief

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* See Federal Register, Vol. 42, No. 163, August 23, 1977 for definitions of conditions.

administrative official shall determine the method and the staff persons responsible for making the identification. Operationally, for example, enrollment in English as a second language could be used as a proxy here.

Disadvantaged means persons (other than handicapped) who meet the following definitions:

"Economically disadvantaged" refers to any of the following:

1) Family income is at or below national poverty level;

2) Participant, or parent(s) or guardian of the participant is unemployed;

3) Participant, or parent of participant, is recipient of public assistance;

4) Participant is institutionalized or under State guardianship.

Operationally, economic disadvantage can be determined by reporting students who are participating in BEOG's or similar financial aid or work-study program.

"Academically disadvantaged" refers to persons who:

1) Lack reading and writing skills;

2) Lack mathematical skills; or

3) Perform below grade level.

Operationally, academic disadvantage can be determined by reporting students enrolled in remedial instruction or on academic probation.

III. Allocation: State

A. Student Dropout Rate:

Student dropout rate is defined as the annual average number of students who drop a 6 digit U.S. Department of Education Instructional Program Code program and fail to reenter in fifteen (15) days.

B. Average Enrollment Age of Program Completers:

The average enrollment age of program completers is defined as the average age of program completers at the time they initially enrolled in the program.

C. Non-Served Student Groups:

Non-served student groups are defined as identifiable groups of students or potential students that are presently inadequately served by vocational education. In narrative form, the OER must provide the following information:

1) Documentation describing the identified population(s).

2) Specific services to be provided.

3) Reasons for failure to serve this population(s) thus far.

D. Part-time Students:

Part-time students are defined as those students attending an OER for any amount of time that is less than full-time.

7.4.2 Criteria/Explanation and Data Sources: Post Secondary Level

The Federal funds distribution to other eligible recipients (OERs) under the Vocational Education Act of 1976 is a one-step process. "Points are awarded to an OER under both the Priority and the Allocation sections. All OERs are funded under the proposed one-step process; hence, each AVTI is allocated funds based upon the number of points awarded.

The following are the criteria, corresponding points, and data sources for the formula:

Criteria/Explanation	Unweighted Range of Points	Data Source(s)
I. Priority: Federal		
A. Economically Depressed Areas		
High Unemployment Rate (Annualized by Economic Development Region)	1 - 10	Minnesota Department of Economic Security 390 North Robert Street St. Paul, Minnesota 55101
• 4.4 - 4.8 percent = 1 point 4.9 - 5.4 percent = 2 points 5.5 - 5.9 percent = 3 points 6.0 - 6.5 percent = 4 points 6.6 - 7.0 percent = 5 points 7.1 - 7.5 percent = 6 points 7.6 - 8.1 percent = 7 points 8.2 - 8.6 percent = 8 points 8.7 - 9.2 percent = 9 points >9.2 percent = 10 points		(Sue Hamper) (612) 296-7969 (Bruce Steuernagel) (612) 296-8716
B. New Programs	0 - 20	Program Approval Process:
New Programs are defined as: 6 digit U.S. Department of Education Instructional Program Code programs that are new to the school.		1) Division of Vocational-Technical Education 2) Curriculum Advisory Committee of the Higher Education Coordinating Board
1) •New Program(s) Cost as a percentage of the total budget	(0-10)	3) Higher Education Coordinating Board Capitol Square Building 550 Cedar Street St. Paul, Minnesota 55101 (612) 296-6104
>0%-1% of total budget = 1 pt. >1%-2% of total budget = 2 pts. >2%-3% of total budget = 3 pts. >3%-4% of total budget = 4 pts. >4%-5% of total budget = 5 pts.		

(Cont.)

Criteria/Explanation	Unweighted Range of Points	Data Source(s)
>5%-6% of total budget = 6 pts. >6%-7% of total budget = 7 pts. >7%-8% of total budget = 8 pts. >8%-9% of total budget = 9 pts. >9% of total budget = 10 pts.		
2) •Number of New Programs as a percentage of all Programs.	(0-10)	
>0 -1% of all programs = 1 pt. >1%-2% of all programs = 2 pts. >2%-3% of all programs = 3 pts. >3%-4% of all programs = 4 pts. >4%-5% of all programs = 5 pts. >5%-6% of all programs = 6 pts. >6%-7% of all programs = 7 pts. >7%-8% of all programs = 8 pts. >8%-9% of all programs = 9 pts. >9% of all programs = 10 pts.		
II. Allocation: Federal	0 - 10	Division of Vocational-Technical Education Special Needs Program Supervisor
A. Students with higher than average costs (all handicapped, disadvantaged, LEP students, and other identified groups as appropriate; identified according to Federal definitions).		Special Need Analytical Profile (SNAP) Data
•>0 - 5% of total student body = .5 pt. 6%-10% of total student body = 1 pt. 11%-15% of total student body = 1.5 pts. 16%-20% of total student body = 2 pts. 21%-25% of total student body = 2.5 pts. 26%-30% of total student body = 3 pts. 31%-35% of total student body = 3.5 pts. 36%-40% of total student body = 4 pts. 41%-45% of total student body = 4.5 pts. 46%-50% of total student body = 5 pts. 51%-55% of total student body = 5.5 pts. 56%-60% of total student body = 6 pts. 61%-65% of total student body = 6.5 pts. 66%-70% of total student body = 7 pts. 71%-75% of total student body = 7.5 pts. 76%-80% of total student body = 8 pts. 81%-85% of total student body = 8.5 pts. 86%-90% of total student body = 9 pts. 91%-95% of total student body = 9.5 pts. 96%-100% of total student body = 10 pts.		OER submitted data for other identified groups.

Criteria/Explanation	Unweighted Range of Points	Data Source(s)
III. Allocation: State		
A. Student Dropout Rate (Establish the proportion of the average number of students per year who have dropped a 6 digit U.S. Department of Education Instructional Program Code program and failed to reenter in 15 days.) • Proportion of Dropouts to total enrollment: >0% - 10% = 2 points 11% - 20% = 4 points 21% - 30% = 6 points 31% - 40% = 8 points 41% - 50% = 10 points	1 - 10	Division of Vocational-Technical Education Post-Secondary Follow-up System
B. Average Enrollment Age of Program Completers (Establish the average enrollment age of program completers for each OER.) • Rank OERs, lowest to highest, and divide into 10 equal categories as follows: 1. Lowest average age = 1 point 2. = 2 points 3. = 3 points 4. = 4 points 5. = 5 points 6. = 6 points 7. = 7 points 8. = 8 points 9. = 9 points 10. Highest average age = 10 points	1 - 10	Division of Vocational-Technical Education Post-Secondary Follow-up System
C. Non-Served Student Groups (OER may identify a group(s) of students presently not adequately served by vocational education.) In narrative form, the OER must provide the following information: 1) Documentation describing the identified population(s). 2) Specific services to be provided. 3) Reasons for failure to serve this population(s) thus far.	0 - 10	Local OER submitted data.

Criteria/Explanation	Unweighted Range of Points	Data Source(s)
• An OER may qualify for <u>one effort</u> each time 2 of 3 conditions are met. In general, the intent of an <u>effort</u> is similar to the creation of a new service or section of an instructional program requiring at least 2 of the following three conditions: 1) Number of anticipated students is greater than or equal to 10 for instruction or greater than or equal to 1 for support services. 2) Instructor/staff increases (1) 3) Expansion of facility or facility use. 1 Effort = 2.5 points 2 Efforts = 5 points 3 Efforts = 7.5 points 4 or More Efforts = 10 points		
D. Part-Time Students (Establish the proportion of part-time students to average daily membership based on annual mean.) • Proportion of part-time to full-time students: >0% - 1% = 1 point >1% - 2% = 2 points >2% - 3% = 3 points >3% - 4% = 4 points >4% - 5% = 5 points >5% - 6% = 6 points >6% - 7% = 7 points >7% - 8% = 8 points >8% - 9% = 9 points >9% = 10 points	0 - 10	Division of Vocational-Technical Education Data from Quarterly Reports as provided by local OER.

7.4.3 OER Formula

The formula for determining the weighted raw points for an OER is as follows:

WRP = 2(EDA) + (NP1 + NP2) + 6(HCS) + SDR + ASA + 2(NSS) + PTS

or

Weighted Raw Points = 2(Economically Depressed Areas) + (New Programs 1 + New Programs 2) + 6(Higher Cost Students) + Student Dropout Rate + Average Student Age + 2(Non-Served Students) + Part-Time Students.

Weighted Raw Points for School #1

$X_{w_1}\%$ = proportion of Weighted Raw Points (WRP) in School #1 of the total WRPs in system.

$X_{A_1}\%$ = proportion of Average Daily Memberships (ADM) in School #1 of the total ADMs in system.

$$\overline{X}_1\% = \frac{(X_{w_1}\% + X_{A_1}\%)}{2}$$

Proportion of Funds Available: Federal Law or State Priority

Available Funds for Section 120B = \$120B (\$120B is Section 120 Basic Grant Dollars)
120H = \$120H (\$120H is Section 120 Handicapped Dollars)
120D = \$120D (\$120D is Section 120 Disadvantaged Dollars)
140 = \$140 (\$140 is Section 140 Disadvantaged Dollars)
150 = \$150 (\$150 is Section 150 Consumer-Homemaking Dollars)

$X_{H_1}\%$ = proportion of handicapped students in School #1 of the total handicapped students in system.

$X_{D_1}\%$ = proportion of disadvantaged students in School #1 of the total disadvantaged students in system.

$X_{140_1}\%$ = proportion of disadvantaged students in School #1 of the total disadvantaged students in system.

$X_{150_1}\%$ = proportion of "home economics" students served by School #1 of the total home economics students served in the system.

Awarding of Federal Funds

Allocations by Section

120B: $\$_1 = \overline{X}_1\%$ (\$120B)

120H: $\$_1 = \overline{X}_{H_1}\%$ (\$120H)

$$\frac{X_{w_1}\% + X_{H_1}\%}{2} = \overline{X}_{H_1}\%$$

120D: $\$_1 = \overline{X}_{D_1}\%$ (\$120D)

$$\frac{X_{w_1}\% + X_{D_1}\%}{2} = \overline{X}_{D_1}\%$$

Note: LEP proportion under 1200 is equivalent to the proportion such persons age 15-24 are to the entire population of the State in the same age bracket.

140: $\$_1 = \overline{X}_{140_1}\% \ (\$140)$

$$\frac{X_{w_1}\% + X_{140_1}\%}{2} = \overline{X}_{140_1}\%$$

150: $\$_1 = \overline{X}_{150_1}\% \ (\$150)$

$$\frac{X_{w_1}\% + X_{150_1}\%}{2} = \overline{X}_{150_1}$$

Total Funds Awarded = $\$TF_1$
(for School #1)

7.4.4 Example of Affluent and Depressed OERs

In order to describe the process of awarding points and calculating the proposed federal fund distribution, the entire procedure will be applied to two OERs. The OERs selected for this illustration are Bemidji AVTI (depressed) and Moorhead AVTI (affluent).

Awarding of Points

Step 1: (EDA) Determine economically depressed areas based upon unemployment rates in 13 Economic Development Regions (EDRs) for each OER.

Bemidji (EDR2) unemployment rate = 9.7 or 10 points
(See 7.4.2)

Moorhead (EDR4) unemployment rate = 7.2 or 6 points
(See 7.4.2)

Step 2: (NP) Determine the number of new programs approved for each OER.

Bemidji had no new programs approved = 0 points

Moorhead had no new programs approved = 0 points

Step 3: (HCS) Determine the proportion of handicapped, disadvantaged, and LEP students to the total student body (average daily membership) for each OER.

Bemidji had 157 handicapped, disadvantaged, and LEP students of a total average daily membership of 425.21 (i.e. $\frac{157}{425.21}$ x 100) = 37 percent = 4 points. (See 7.4.2)

Moorhead had 157 handicapped, disadvantaged, and LEP students of a total average daily membership of 952.65 (i.e., $\frac{157}{952.65}$ x 100) = 16 percent = 2 points. (See 7.4.2)

Step 4: (SDR) Determine the proportion of the annual average number of students who dropped a 6 digit U.S. Department of Education Instructional Program Code program and failed to reenter in 15 days to the total enrollment for each OER.

Bemidji had a 23 percent dropout rate = 6 points (See 7.4.2)

Moorhead had a 22 percent dropout rate = 6 points (See 7.4.2)

Step 5: (ASA) Determine the average enrollment age of program completers for each OER.

Bemidji (average age = 21.84 years) was in the sixth group = 6 points. (See 7.4.2)

Moorhead (average age = 19.94 years) was in the second group = 2 points. (See 7.4.2)

Step 6: (NSS) Determine the number of efforts proposed by the OER to serve the needs of previously non-served student or potential student groups.

Bemidji had no efforts proposed = 0 points

Moorhead had no efforts proposed = 0 points

Step 7: (PTS) Determine the proportion of the annual average number of part-time students to the average daily membership for each OER.

Bemidji had no part-time students = 0 points

Moorhead had an average of 41.7 part-time students with an average daily membership of 952.65 (i.e., $\frac{41.7}{952.65}$ x 100) = .0438 percent = 5 points. (See 7.4.2)

Application of Formula

Step 1: Determine total weighted raw points for each OER.

$$WRP = 2(EDA) + (NP1 + NP2) + 6(HCS) + SDR + ASA + 2(NSS) + PTS$$

Bemidji = 2(10) + (0 + 0) = 6(4) + 6 + 6 + 2(0) + 0 = 56 weighted raw points

Moorhead = 2(6) + (0 + 0) + 6(2) + 6 + 2 + 2(0) + 5 = 37 weighted raw points

Step 2: Determine the total weighted raw points distributed among all OERs.

A total of 1,281 Weighted Raw Points (WRPs) were distributed among all OERs.

Step 3: Determine the proportion ($X_w\%$) of the total Weighted Raw Points (WRPs) for each OER.

Bemidji $X_{w_B}\% = \frac{56}{1281} = .0437158$

Moorhead $X_{w_M}\% = \frac{37}{1281} = .0288836$

Step 4: Determine the proportion ($X_A\%$) of the total Average Daily Memberships (ADMs) for each OER.

Bemidji $X_{A_B}\% = \frac{425.21}{31712.72} \left(\text{i.e. } \frac{\text{Bemidji ADM}}{\text{Total ADM}}\right) = .0134081$

Moorhead $X_{A_M}\% = \frac{952.65}{31712.72} \frac{\text{(i.e. Moorhead ADM)}}{\text{Total ADM}} = .0300399$

Step 5: Determine the mean ($\bar{X}\%$) of the proportions calculated in Steps 3 and 4 and apply the result to the funds available for the Basic Grant of Section 120 ($7,370,000)

Bemidji $\bar{X}_B\% = \frac{.0437158 + .0134081}{2} =$

.0285619 x $7,370,000 = $210,501 Basic Grant

Moorhead $\bar{X}_M\% = \frac{.0288836 + .0300399}{2} =$

.0294617 x $7,370,000 = $217,135 Basic Grant

Step 6: Determine the proportion ($X_{H+D}\%$) of the total handicapped and disadvantaged students for each OER.

Bemidji $X_{H+D_B}\% = \frac{157}{8125} \left(\text{i.e. } \frac{\text{Bemidji Handicapped \& Disadvantaged Students}}{\text{Total Handicapped \& Disadvantaged Students}}\right)$

$= .019323$

Moorhead $X_{H+D_M}\% = \frac{157}{8125} \left(\text{i.e. } \frac{\text{Moorhead Handicapped \& Disadvantaged Students}}{\text{Total Handicapped \& Disadvantaged Students}}\right)$

$= .019323$

Step 7: Determine the mean ($\bar{X}_{H+D}\%$) of the proportions calculated in Steps 3 and 6 and apply the result to the funds available in Section 120 (Handicapped and Disadvantaged) ($1,804,200)

Bemidji $\bar{X}_{H+D_B}\% = \frac{.0437158 + .019323}{2} = .0315194 \times \$1,804,200 =$

$56,867 Section 120

Moorhead $\bar{X}_{H+D_M}\% = \frac{.0288836 + .019323}{2} = .0241033 \times \$1,804,200 =$ $43,487 Section 120

Step 8: Determine the proportion ($X_{140}\%$) of the total disadvantaged students for each OER.

Bemidji $X_{140_B}\% = \frac{190}{6140}$ (i.e. $\frac{\text{Bemidji Disadvantaged Students}}{\text{Total Disadvantaged Students}}$) = .0309446

Moorhead $X_{140_M}\% = \frac{162}{6140}$ (i.e. $\frac{\text{Moorhead Disadvantaged Students}}{\text{Total Disadvantaged Students}}$) = .0263843

Step 9: Determine the mean ($\bar{X}_{140}\%$) of the proportions calculated in Steps 3 and 8 and apply the result to the funds available in Section 140 ($379,000).

Bemidji $\bar{X}_{140_B}\% = \frac{.0437158 + .0309446}{2} = .0373302 \times \$379,000 =$ $14,148 Section 140

Moorhead $\bar{X}_{140_M}\% = \frac{.0288836 + .0263843}{2} = .0276339 \times \$379,000 =$ $10,473 Section 140

Step 10: Determine the proportion ($X_{150}\%$) of the total consumer-homemaking students for each OER.

Bemidji $X_{150_B}\% = \frac{144}{72,816}$ (i.e. $\frac{\text{Bemidji Consumer-Homemaking Students}}{\text{Total Consumer-Homemaking Students}}$)

= .0019775

Moorhead $X_{150_M}\% = \frac{2860}{72,816}$ (i.e. $\frac{\text{Moorhead Consumer-Homemaking Students}}{\text{Total Consumer-Homemaking Students}}$)

= .039277

Step 11: Determine the mean ($\bar{X}_{150}\%$) of the proportions calculated in Steps 3 and 10 and apply the result to the funds available in Section 150 ($549,333).

Bemidji $\bar{X}_{150_B}\% = \frac{.0437158 + .0019775}{2} = .0228466 \times \$549,333 =$ $12,550 Section 150

Moorhead $\bar{X}_{150_M}\% = \frac{.0288836 + .039277}{2} = .0340803 \times \$549,333 =$ $18,721 Section 150

7.4.5 Proposed Distribution of Points and Dollars

The following tables (Table 7.4.5.1 and Table 7.4.5.2) provide complete calculations of weighted raw points and proposed dollar distributions for each OER. Table 7.4.5.1 provides the weighted raw points for unemployment rates, higher cost students, dropout rate, age of completers and part-time students. (Present calculations assume no new programs and no proposals for non-served student groups.) Table 7.4.5.2 provides the proposed federal funds distribution for Basic Grant, Handicapped and Disadvantaged (Section 120), Section 140, and Section 150.

Weighted Raw Points for OERs

ELIGIBLE RECIPIENTS		Unemployment Rate	Students with Higher Costs	Dropout Rate	Age of Completers	Part-time Students	Total
Albert Lea	#241	6	6	4	7	2	25
Alexandria	#206	12	18	4	2	1	37
Anoka	# 11	2	12	4	8	9	35
Austin	#492	6	36	4	10	7	63
Bemidji	# 31	20	24	6	6	0	56
Brainerd	#181	18	9	6	5	4	42
Canby	#891	6	12	2	1	0	21
Dakota County	#917	2	9	4	6	1	22
Detroit Lakes	# 22	12	24	6	8	1	51
Duluth	#709	20	15	6	9	3	53
East Grand Forks	#595	20	12	6	7	3	48
Eveleth	#697	20	6	6	9	1	42
Faribault	#656	6	12	6	9	1	34
Granite Falls	#894	6	27	4	3	6	46
Hibbing	#701	20	6	4	5	1	36
Hutchinson	#423	6	27	4	4	7	48
Jackson	#324	4	15	4	3	2	28
Mankato	# 77	6	9	4	5	1	25
Minneapolis	#S-1	2	33	6	9	4	54
Moorhead	#152	12	12	6	2	5	37
916	#916	2	18	4	7	5	36
Pine City	#578	14	33	4	6	10	67
Pipestone	#583	4	9	4	1	0	18
Red Wing	#256	6	6	4	10	1	27
Rochester	#535	6	12	4	5	1	28
St. Cloud	#742	12	15	4	2	1	34
St. Paul	#625	2	15	6	10	8	41
Staples	#793	18	12	4	2	1	37
Suburban Hennepin	#287	2	24	4	8	2	40
Thief River Falls	#564	20	15	6	4	1	46
Wadena	#819	18	18	4	4	0	44
Willmar	#347	6	24	4	1	2	37
Winona	#861	6	9	4	3	1	23

Total 1,281

Proposed Distributions of Federal Funds for
Vocational-Technical Education Among
Other Eligible Recipients for FY 82

ELIGIBLE RECIPIENTS		SEC 120 (Basic Grant)	SEC 120 (Handicapped-Disadvantaged)	SEC 140	SEC 150
Albert Lea	#241	$138,332	$ 23,712	$ 5,519	$ 6,009
Alexandria	#206	283,804	70,467	17,171	12,132
Anoka	# 11	309,728	65,173	14,529	12,364
Austin	#492	249,895	84,002	14,722	17,906
Bemidji	# 31	210,501	56,867	14,148	12,550
Brainerd	#181	207,139	41,346	10,410	13,260
Canby	#891	113,439	23,782	5,606	5,416
Dakota County	#917	249,513	35,922	8,656	26,361
Detroit Lakes	# 22	228,052	64,227	18,161	12,455
Duluth	#709	304,573	67,634	17,933	13,480
East Grand Forks	#595	198,371	44,905	9,662	10,364
Eveleth	#697	162,733	32,464	10,719	10,402
Faribault	#656	143,897	31,271	7,653	8,426
Granite Falls	#894	185,375	54,932	13,224	11,421
Hibbing	#701	150,618	30,015	8,135	7,983
Hutchinson	#423	204,548	60,449	12,934	14,460
Jackson	#324	147,377	34,262	6,333	8,814
Mankato	# 77	218,700	39,699	6,630	15,813
Minneapolis	#S-1	306,539	111,195	14,716	48,888
Moorhead	#152	217,135	43,487	10,473	18,721
916	#916	356,128	90,969	15,634	23,090
Pine City	#578	217,111	59,839	12,164	16,380
Pipestone	#583	106,986	20,226	4,144	5,161
Red Wing	#256	133,506	24,565	4,056	7,370
Rochester	#535	184,319	37,371	7,907	20,481
St. Cloud	#742	274,626	62,470	14,998	13,797
St. Paul	#625	415,411	88,717	14,120	51,743
Staples	#793	181,215	39,604	8,899	15,353
Suburban Hennepin	#287	498,121	168,841	25,300	65,919
Thief River Falls	#564	189,266	43,941	9,800	12,258
Wadena	#819	180,918	45,974	11,231	11,565
Willmar	#347	268,796	81,237	17,418	13,829
Winona	#861	133,328	24,635	5,995	5,162
	Total:	$7,370,000	$1,804,200	$379,000	$549,333

7.5 Secondary Formula (LEA)

Sub-sections 7.5.1 and 7.5.2 following, provide a definition of the criteria as well as criteria/explanation and data sources. In addition, sub-section 7.5.3 provides the formula for LEAs, while sub-section 7.5.4 includes an example of an affluent and a depressed LEA, and sub-section 7.5.5 presents the proposed distribution of points and dollars.

7.5.1 Definition of Criteria

The following are the defined criteria according to federal priority and allocation, and state allocation.

I. Priority: Federal

A. Economically Depressed Areas:

Economically depressed areas are identified by high unemployment rates and inability to provide resources. High unemployment is based upon an annual mean determined by county. (Each LEA is assigned to a county by the State Department of Education based upon the location of the board and administrative offices. It is this official list of LEA locations that is used for all criteria based upon county statistics.) Inability to provide resources is based upon annual per capita income by county.

B. New Programs:

New programs are defined as those programs for which new program intent has been filed with the Division of Vocational-Technical Education. This official filing requires previous approval by the local education board.

II. Allocation: Federal

A. Concentration of Low Income Families:

Concentration of low income families is defined as that proportion of the total population of the LEA represented by individuals ages five to nineteen years of age who are from families receiving aid for dependent children.

B. Relative Financial Ability:

Relative financial ability is based upon the State's Equalization Aid Review Committee's (EARC) assessed valuation per capita by LEA. The EARC, composed of the Commissioners of Revenue, Education, and Administration, and supervised by the State Department of Revenue, works to ensure equalization of assessed values.

III. Allocation: State

A. Labor Force Participation Rate:

Labor force participation rate is defined as the proportion of the total population sixteen years of age or older which is actually in the labor force (i.e., labor force participation rate = $\frac{\text{population} \geq 16 \text{ years}}{\text{labor force}}$. This information is available on a

per-county basis.

B. Non-Served Student Groups:

Non-served student groups are defined as identifiable groups of students or potential students that are presently inadequately served by vocational education. In narrative form, the LEA must provide the following information:

1) Documentation describing the identified population(s).
2) Specific services to be provided.
3) Reasons for failure to serve this population(s) thus far.

7.5.2 Criteria/Explanation and Data Sources: Secondary Level

The Federal funds distribution to local education agencies (LEAs) under the Vocational Education Act of 1976 is a one-step process. "Points" are awarded to an LEA under both the Priority and the Allocation sections.

The following are the criteria, corresponding points, and data sources for the formula:

Criteria/Explanation	Unweighted Range of Points	Data Source(s)
I. Priority: Federal		
A. Economically Depressed Areas		
1) High Unemployment Rate (average annual unemployment rate by county) • Divide the ranges of unemployment rates into 10 equal categories. LEAs in the lowest category receive 1 point as shown on the chart below: 3.8 - 4.9 = 1 point 5.0 - 6.1 = 2 points 6.2 - 7.3 = 3 points 7.4 - 8.5 = 4 points 8.6 - 9.7 = 5 points 9.8 - 10.9 = 6 points 11.0 - 12.1 = 7 points 12.2 - 13.3 = 8 points 13.4 - 14.5 = 9 points 14.6 - 15.7 = 10 points	1 - 10	Minnesota Department of Economic Security 390 North Robert Street St. Paul, Minnesota 55101 (Sue Hamper) (612) 296-7969 (Bruce Steurenagel) (612) 296-8716
2) Inability to Provide Resources (per capita income by county) • Divide the range of per capita income into 10 equal categories. LEAs in the highest category	1 - 10	Department of Commerce International Trade Administration District Office 110 South Fourth Street Minneapolis, Minnesota 55401 (612) 725-2133

Criteria/Explanation	Unweighted Range of Points	Data Source(s)
receive 1 point as shown on the chart below: >9332 = 1 point 9322 - 8730 = 2 points 8730 - 8128 = 3 points 8128 - 7526 = 4 points 7526 - 6924 = 5 points 6924 - 6322 = 6 points 6322 - 5720 = 7 points 5720 - 5118 = 8 points 5118 - 4516 = 9 points 4516 - 3914 = 10 points		Survey of Current Business U.S. Dept. of Commerce Bureau of Economic Analysis April, 1980, Vol. 60, No. 4
B. New Programs New Program is defined as: new program intent has been filed with the Division of Vocational-Technical Education (such filing requires previous local board approval).	0 - 20	Division of Vocational-Technical Education
1) New Program(s) cost as a percentage of total vocational budget: >0%-1% of total vocational budget = 1 pt. >1%-2% of total vocational budget = 2 pts. >2%-3% of total vocational budget = 3 pts. >3%-4% of total vocational budget = 4 pts. >4%-5% of total vocational budget = 5 pts. >5%-6% of total vocational budget = 6 pts. >6%-7% of total vocational budget = 7 pts. >7%-8% of total vocational budget = 8 pts. >8%-9% of total vocational budget = 9 pts. >9% of total vocational budget = 10 pts.	(0-10)	
2) Number of new programs as a percentage of all vocational programs: >0%-1% of all vocational programs = 1 pt. >1%-2% of all vocational programs = 2 pts. >2%-3% of all vocational programs = 3 pts. >3%-4% of all vocational programs = 4 pts. >4%-5% of all vocational programs = 5 pts. >5%-6% of all vocational programs = 6 pts. >6%-7% of all vocational programs = 7 pts. >7%-8% of all vocational programs = 8 pts. >8%-9% of all vocational programs = 9 pts. >9% of all vocational programs = 10 pts.	(0-10)	

Criteria/Explanation	Unweighted Range of Points	Data Source(s)
II. Allocation: Federal		
A. Concentration of Low-Income Families (Establish the proportion of students ages 5-19 years from AFDC families to the total LEA population.) • Rank all LEAs, lowest to highest, and divide in 10 equal categories. LEAs in the lowest category receive 1 point as follows: 1. Lowest proportion = 1 point 2. = 2 points 3. = 3 points 4. = 4 points 5. = 5 points 6. = 6 points 7. = 7 points 8. = 8 points 9. = 9 points 10. Highest proportion = 10 points	1 - 10	Division of School Management, State Aids Section 550 Cedar Street St. Paul, Minnesota 55101 (Jesse Lewis) (612) 296-9613
B. Relative Financial Ability *EARC assessed valuation per capita by LEA • Rank all LEAs highest to lowest, and divide into 10 equal categories. LEAs in the highest category receive 1 point as follows: 1. Highest per capita dollars = 1 pt. 2. = 2 pts. 3. = 3 pts. 4. = 4 pts. 5. = 5 pts. 6. = 6 pts. 7. = 7 pts. 8. = 8 pts. 9. = 9 pts. 10. Lowest per capita dollars = 10 pts	1 - 10	Division of School Management, State Aids Section 550 Cedar Street St. Paul, Minnesota 55101 (Stan Tikkanen) (612) 296-8640 (Jesse Lewis) (612) 296-9613 *EARC - Equalization Aid Review Committee
III. Allocation: State		
A. Labor Force Participation Rate **[Establish the proportion of the total population 16 years of age or older which is actually in the labor force (by county)].	1 - 10	**Labor Market Information and CETA Planning U.S. Dept. of Labor Employment & Training Administration Div. of Labor Market Information

Criteria/Explanation	Unweighted Range of Points	Data Source(s)
• Divide the range of LFPR into 10 equal categories. The LEAs in counties with the highest labor force participation rate will receive 1 point as shown in the chart below: 88.5 - 84.7 = 1 point 84.6 - 80.8 = 2 points 80.7 - 76.9 = 3 points 76.8 - 73.0 = 4 points 72.9 - 69.1 = 5 points 69.0 - 65.2 = 6 points 65.1 - 61.3 = 7 points 61.2 - 57.4 = 8 points 57.3 - 53.5 = 9 points 53.4 - 49.6 = 10 points		Labor Force: Minnesota Department of Economic Security 390 North Robert Street St. Paul, Minnesota 55101 (Sue Hamper) (612) 296-7969 1978 Population Estimates: Minnesota Department of Health 717 South East Delaware St. Minneapolis, Minnesota 55440 (612) 296-5353
B. Non-Served Student Groups (LEA may identify a group(s) of students presently not adequately served by vocational education.) In narrative form, the LEA must provide the following information: 1) Documentation describing identified population(s). 2) Specific services to be provided. 3) Reasons for failure to serve this population(s) thus far. • An LEA may qualify for <u>one effort</u> each time 2 of 3 following conditions are met. In general, the intent of an <u>effort</u> is similar to the creation of a new service or section of an instructional program requiring at least 2 of the 3 following conditions: 1) Number of anticipated students is greater than or equal to 10 for instruction or greater than or equal to 1 for support services. 2) Instructor/staff increases (1). 3) Expansion of facility or facility use. 1 Effort = 2.5 points 2 Efforts = 5 points 3 Efforts = 7.5 points 4 or More Efforts = 10 points	0 - 10	Local Education Agency

7.5.3 LEA Formula

The formula for determining the weighted raw points for an LEA is as follows:

WRP = (HUR + IPR) + (NP1 + NP2) + 4(LIF) + 4(RFA) + LFPR + 2(NSS)

or

Weighted Raw Points = (High Unemployment Rate + Inability to Provide Resources) + (New Programs 1 + New Programs 2) + 4(Low Income Families) + 4(Relative Financial Ability) + Labor Force Participation Rate + 2(Non-Served Students)

Weighted Raw Points for District #1

$X_{w_1}\%$ = proportion of Weighted Raw Points (WRP) in School #1 of the total WRPs in system.

$X_{V_1}\%$ = proportion of Vocational Enrollment in School #1 of the total Vocational Enrollment in the system.

$$\bar{X}_1\% = \frac{(X_{w_1}\% + X_{V_1}\%)}{2}$$

Proportion of Funds Available: Federal Law or State Priority

Available Funds for Section 120 = $120 ($120 is Section 120 Dollars)
150 = $150 ($150 is Section 150 Dollars)

Awarding of Federal Funds

Allocations by Section

120 = $\$_1 = \bar{X}_1\%$ ($120)

150 = $\$_1 = \bar{X}_{150_1}\%$ ($150)

$$\frac{X_{w_1}\% + X_{150_1}\%}{2} = \bar{X}_{150_1}\%$$

$X_{150_1}\%$ = proportion of consumer-homemaking students served by District #1 of the total consumer-homemaking students served in the system.

7.5.4 Example of Affluent and Depressed LEAs

In order to describe the process of awarding points and calculating the proposed federal fund distribution, the entire procedure will be applied to two LEAs. The LEAs selected are Centennial District 012 (depressed) and Wayzata District 284 (affluent).

Awarding of Points

Step 1: (HUR and IPR) Determine economically depressed areas based upon unemployment rate and inability to provide resources by county.

District 012 (Anoka County) unemployment rate = 4.2 or 1 point. (See 7.5.2)

District 284 (Hennepin County) unemployment rate = 4.3 or 1 point. (See 7.5.2)

District 012 (Anoka County) per capita income = $7,723 or 4 points. (See 7.5.2)

District 284 (Hennepin County) per capita income = $9,935 or 1 point. (See 7.5.2)

Step 2: (NP) Determine the number of new programs approved for each LEA.

District 012 had no new programs approved = 0 points.

District 284 had no new programs approved = 0 points.

Step 3: (LIF) Determine the proportion of the total population of the LEA represented by individuals ages five to nineteen years of age who are from families receiving aid for dependent children.

District 012 = .02211 or group 9 = 9 points. (See 7.5.2)

District 284 = .00362 or group 1 = 1 point. (See 7.5.2)

Step 4: (RFA) Determine the EARC assessed valuation per capita by LEA.

District 012 = $4,109.38 or group 9 = 9 points. (See 7.5.2)

District 284 = $13,285.45 or group 1 = 1 point. (See 7.5.2)

Step 5: (LFPR) Determine the Labor Force Participation Rate by county.

District 012 (Anoka County) = 75.8 = 4 points. (See 7.5.2)

District 284 (Hennepin County) = 71.1 = 5 points. (See 7.5.2)

Step 6: (NSS) Determine the number of efforts proposed by the LEA to serve the needs of previously non-served student or potential student groups.

District 012 had no efforts proposed = 0 points

District 284 had no efforts proposed = 0 points

Application of Formula

Step 1: Determine the total weighted raw points for each LEA.

$$WRP = (HUR + IPR) + (NP1 + NP2) + 4(LIF) + 4(RFA) + LFPR + 2(NSS)$$

District 012 = (1 + 4) + (0 + 0) + 4(9) + 4(9) + 4 + 2(0) = 81 weighted raw points.

District 284 = (1 + 1) + (0 + 0) + 4(1) + 4(1) + 5 + 2(0) = 15 weighted raw points.

Step 2: Determine the total weighted raw points distributed among all LEAs.

A total of 25,156 Weighted Raw Points (WRPs) were distributed among all LEAs.

Step 3: Determine the proportion ($X_W\%$) of the total Weighted Raw Points (WRPs) for each LEA.

District 012 $X_{W_{012}}\% = \frac{81}{25,156} = .0032199$

District 284 $X_{W_{284}}\% = \frac{15}{25,156} = .0005962$

Step 4: Determine the proportion ($X_V\%$) of the total vocational enrollment for each LEA.

District 012 $X_{V_{012}}\% = \frac{653}{205,070}$ (i.e. $\frac{\text{District 012 Vocational Enrollment}}{\text{Total LEAs Vocational Enrollment}}$)

$= .0031842$

District 284 $X_{V_{284}}\% = \frac{770}{205,070}$ (i.e. $\frac{\text{District 284 Vocational Enrollment}}{\text{Total LEAs Vocational Enrollment}}$)

$= .0037548$

Step 5: Determine the mean ($\bar{X}\%$) of the proportions calculated in Steps 3 and 4 and apply the result to the funds available in Section 120 (Secondary) ($1,379,800).

District 012 $\bar{X}_{012}\% = \frac{.0032199 + .0031842}{2} = .003202 \times \$1,379,800 =$

$4,418 Section 120

District 284 $\bar{X}_{284}\% = \frac{.0005962 + .0037548}{2} = .0021755 \times \$1,379,800 =$

$3,002 Section 120

Step 6: Determine the proportion ($X_{150}\%$) of the total consumer homemaking students for each LEA.

District 012 $X_{150_{012}}\% = \frac{308}{85,422}$ (i.e. $\frac{\text{Dist. 012 Consumer Homemaking Student}}{\text{Total LEAs Consumer Homemaking Student}}$

$= .0036056$

District 284 $X_{150_{284}}\% = \frac{577}{85,422}$ (i.e. $\frac{\text{Dist. 284 Consumer Homemaking Student}}{\text{Total LEAs Consumer Homemaking Student}}$

$= .0067547$

Step 7: Determine the mean ($\bar{X}_{150}\%$) of the proportions calculated in Steps 3 and 6 and apply the result to the funds available in Section 150 (Secondary) ($274,666).

District 012 $\bar{X}_{150_{012}\%} = \frac{.0032199 + .0036056}{2} = .0034127 \times \$274,666$

$= \$937$ Section 150

District 284 $\bar{X}_{150_{284}\%} = \frac{.0005962 + .0067547}{2} = .0036754 \times \$274,666$

$= \$1,010$ Section 150

7.5.5 Proposed Distribution of Points and Dollars

Table 7.5.5.1 following, provides the percent of the total weighted raw points calculated for each LEA. Table 7.5.5.2 provides the proposed federal funds distribution for Section 120 (Secondary) and for Section 150 (Secondary).

7.6 Summary

The following table serves to summarize the proposed distribution of federal funds for vocational education FY 83 for OERs (Post-Secondary) and LEAs (Secondary).

Proposed Distribution of Federal Funds
for Vocational-Technical Education

Section 120	
Secondary	$1,379,800
Post-Secondary	
Basic Grant	$7,370,000
Handicapped and Disadvantaged	$1,804,200
Total:	$10,554,000
Section 140	
Post-Secondary	
Disadvantaged	$379,000
Section 150	
Secondary	$274,666
Adult	$549,333
Total:	$823,999
Total Federal Funds, FY 83 (Sections 120, 140 and 150):	$11,756,999

Percent of Total Weighted Raw Points
(X_w% by District)

DISTRICT		DISTRICT		DISTRICT		DISTRICT		DISTRICT	
#001	.31801	#138	.33391	#237	.24646	#341	.21068	#453	.16298
#002	.39751	#139	.30211	#238	.16695	#345	.24248	#454	.24248
#004	.30211	#140	.22261	#241	.27428	#346	.16298	#456	.08347
#011	.30608	#141	.28621	#242	.13118	#347	.29018	#457	.08347
#012	.32199	#145	.16695	#243	.11523	#351	.1113	#458	.08347
#013	.27428	#146	.18285	#244	.09937	#352	.0795	#459	.11523
#014	.27428	#147	.35776	#245	.17888	#353	.22261	#460	.13118
#015	.32199	#150	.32596	#252	.24248	#354	.0795	#461	.16298
#016	.25838	#152	.26236	#253	.17888	#356	.1113	#463	.19478
#021	.26236	#158	.29813	#254	.14703	#361	.36571	#464	.19478
#022	.34186	#161	.32994	#255	.24248	#362	.38161	#465	.27428
#023	.37366	#162	.40944	#256	.16298	#363	.38161	#466	.25838
#024	.27826	#166	.24646	#258	.13118	#371	.19875	#473	.30608
#031	.38161	#173	.1431	#260	.17888	#376	.15105	#477	.35379
#032	.39751	#175	.1272	#261	.23851	#377	.13515	#480	.29018
#036	.36571	#177	.22261	#262	.26236	#378	.13515	#482	.38559
#038	.39751	#178	.0954	#263	.13515	#381	.30211	#483	.35379
#047	.29813	#181	.33789	#264	.11925	#390	.29813	#484	.30608
#051	.29813	#182	.33789	#265	.19875	#391	.10733	#485	.35379
#057	.21466	#186	.24248	#271	.13913	#392	.23453	#486	.33789
#058	.16695	#191	.1908	#272	.13913	#393	.20273	#487	.32199
#060	.15105	#192	.27031	#273	.07552	#394	.21863	#492	.32596
#062	.31006	#194	.159	#240	.19875	#395	.25043	#495	.11925
#070	.15105	#195	.22261	#270	.09142	#402	.19875	#497	.24646
#072	.19375	#196	.23851	#276	.09142	#403	.18285	#499	.11925
#075	.10335	#197	.1272	#277	.20273	#404	.15105	#500	.16695
#077	.26236	#199	.27031	#278	.10733	#408	.15105	#504	.22658
#078	.13515	#200	.25441	#279	.28223	#409	.19875	#505	.14708
#079	.16695	#201	.1908	#280	.20273	#411	.1903	#507	.08745
#081	.08347	#202	.23851	#281	.23453	#412	.1113	#508	.29416
#084	.16298	#203	.1749	#282	.13913	#413	.25441	#511	.23056
#085	.14708	#204	.23851	#283	.17093	#414	.1908	#513	.18285
#088	.22658	#205	.20671	#284	.05962	#415	.1749	#514	.11925
#091	.40149	#206	.25441	#286	.29813	#417	.22261	#516	.11925
#093	.35379	#207	.1908	#294	.23851	#418	.1908	#518	.26236
#094	.36969	#208	.20671	#297	.1749	#421	.14708	#521	.15503
#095	.36969	#209	.20671	#299	.20671	#422	.21068	#522	.07552
#097	.32199	#213	.23851	#300	.27031	#423	.19478	#523	.12323
#099	.33789	#330	.1272	#301	.39751	#424	.21068	#524	.12323
#100	.25833	#217	.15105	#306	.27031	#425	.27428	#525	.12323
#108	.17888	#218	.13515	#308	.30211	#426	.16298	#526	.28223
#110	.14708	#219	.11925	#309	.34981	#427	.17888	#531	.21466
#111	.22658	" "		#314	.35776	#432	.34981	#533	.21466
#112	.22658	#222	.13515	#316	.39751	#435	.36571	#534	.23056
#114	.27031	#223	.07155	#317	.33391	#436	.20273	#535	.19875
#115	.36571	#224	.15105	#318	.30211	#437	.13913	#542	.16695
#116	.25441	#225	.21466	#319	.38161	#440	.34584	#543	.19875
#117	.34981	#227	.19875	" "		#441	.15503	#544	.26236
#118	.25441	#228	.16695	#324	.1908	#442	.13913	#545	.24646
#119	.25441	#229	.21466	#325	.1272	#443	.10733	#547	.28621
#126	.16298	#232	.15105	" "		#444	.26633	#548	.24646
#127	.11528	#233	.16695	#328	.0954	#446	.20273	#549	.21466
#128	.17888	#234	.19875	#332	.34584	#447	.28223	#550	.27826
#129	.27428	#236	.5105	#333	.36174	#451	.14708	#553	.26236

(X_4% cont.)

DISTRICT		DISTRICT		DISTRICT		DISTRICT	
#561	.22261	#669	.0636	#769	.20671	#912	.33789
#564	.27031	#670	.159	#771	.0795	#913	.1431
#566	.39354	#671	.159	#777	.27031	#914	.19875
#570	.25043	#676	.21068			#918	.19478
#573	.37764	#678	.19478			#775	.23851
#576	.39354	#682	.21068	#784	.23851	2-326	.20671
#577	.36174	#690	.29018	#786	.37366	SP001	.31404
#578	.34584	#691	.37366	#787	.32596	SP006	.28621
#581	.1272	#692	.35776	#789	.31006		
#582	.159	#693	.27826	#790	.27826		
#583	.25441	#694	.35776	#791	.32596		
#584	.20671	#695	.37366	#792	.34186		
#592	.23056	#696	.37366	#793	.38956		
#593	.29416	#697	.37366	#801	.27428		
#595	.29416	#698	.34186	#803	.14708		
#597	.29416	#699	.32596	#806	.21063		
#599	.26236	#700	.31006	#809	.17888		
#600	.10335	#701	.35776	#810	.19478		
#601	.34186	#703	.34186	#811	.27428		
#603	.34186	#704	.35776	#813	.21068		
#604	.23056	#706	.34186	#818	.35776		
#611	.15503	#707	.38956	#819	.35776		
#612	.28223	#708	.23056	#820	.38956		
#614	.21863	#709	.37366	#821	.38956		
#615	.23453	#710	.37366	#827	.1113		
#621	.1749	#716	.26236	#829	.27428		
#622	.23453	#717	.32596	#830	.25441		
#623	.159	#719	.18285	#831	.29018		
#624	.25043	#720	.23056	#832	.21068		
#625	.32994	#721	.19875	#833	.24248		
#627	.20273	#726	.18285	#834	.19478		
#628	.21863	#727	.32596	#836	.10335		
#630	.29813	#728	.34186	#837	.13515		
#631	.09937	#731	.18285	#840	.19875		
#633	.13913	#732	.10335	#846	.22261		
#635	.08347	#733	.10335	#850	.0954		
#636	.13118	#734	.24646	#852	.20671		
#637	.19478	#735	.13515	#857	.22261		
#638	.08347	#736	.28621	#858	.28621		
#640	.11528	#737	.23056	#861	.30211		
#641	.14708	#738	.29416	#876	.23453		
#646	.13515	#739	.31006	#877	.28223		
#647	.08745	#740	.23056	#879	.25043		
#648	.10335	#741	.24646	#880	.28223		
#649	.11925	#742	.34186	#881	.29813		
#650	.08745	#743	.26236	#882	.21863		
#651	.10335	#745	.24646	#883	.28223		
#652	.16695	#748	.27826	#885	.26633		
#653	.15105	#750	.24646	#891	.16695		
#654	.15105	#756	.15503	#892	.15105		
#655	.11925	#761	.18683	#893	.11925		
#656	.31006	#762	.09142	#894	.21466		
#657	.23056	#763	.17093	#896	.10335		
#659	.24646	#768	.22261	#911	.34186		

Total weighted Raw Points (WRP) = 25,156

Proposed Distributions of Federal Funds (Section 120) Among Local Education Agencies for Secondary Vocational-Technical Education for FY 83

DISTRICT	FUNDS	DISTRICT	FUNDS	DISTRICT	FUNDS	DISTRICT	FUNDS	DISTRICT	FUNDS
#001	5,195	#138	5,116	#237	3,133	#341	2,382	#453	--
#002	3,160	#139	3,060	#238	2,699	#345	3,678	#454	3,533
#004	2,612	#140	1,613	#241	8,042	#346	--	#456	--
#011	21,352	#141	3,334	#242	1,248	#347	6,947	#457	--
#012	4,418	#145	1,559	#243	1,122	#351	--	#458	1,262
#013	5,832	#146	2,388	#244	1,207	#352	--	#459	977
#014	6,891	#147	3,101	#245	2,533	#353	1,950	#460	--
#015	4,401	#150	2,948	#252	4,687	#354	--	#461	1,276
#016	7,031	#152	8,104	#253	2,533	#356	--	#463	3,137
#021	2,876	#158	2,652	#254	1,856	#361	4,605	#464	1,633
#022	5,770	#161	2,582	#255	3,167	#362	3,339	#465	3,978
#023	3,873	#162	5,096	#256	2,423	#363	2,932	#466	11,175
#024	2,310	#166	2,144	#258	1,763	#371	2,182	#473	2,525
#031	6,471	#173	2,101	#260	2,314	#376	1,177	#477	4,937
#032	4,260	#175	1,217	#261	2,332	#377	1,831	#480	3,469
#036	3,125	#177	2,276	#262	--	#378	1,757	#482	8,369
#038	--	#178	1,203	#263	1,935	#381	2,357	#483	3,669
#047	5,465	#181	9,931	#264	1,085	#390	3,120	#484	3,558
#051	3,557	#182	3,562	#265	1,489	#391	--	#485	3,511
#057	--	#186	3,372	#271	8,644	#392	2,981	#486	2,802
#058	1,448	#191	8,115	#272	2,336	#393	3,286	#487	3,019
#060	1,439	#192	5,209	#273	3,778	#394	3,628	#492	6,501
#062	3,603	#194	3,734	#240	2,191	#395	2,286	#495	1,129
#070	1,463	#195	2,323	#270	6,632	#402	2,098	#497	--
#072	2,179	#196	10,536	#276	5,428	#403	1,971	#499	1,368
#075	784	#197	3,455	#277	3,124	#404	1,533	#500	2,763
#077	7,495	#199	4,102	#278	1,770	#408	--	#504	2,081
#078	1,508	#200	6,230	#279	14,274	#409	1,664	#505	2,108
#079	1,714	#201	--	#280	4,618	#411	1,491	#507	1,269
#081	--	#202	2,258	#281	13,090	#412	1,151	#508	3,587
#084	2,167	#203	2,357	#282	2,124	#413	4,497	#511	2,058
#085	1,869	#204	1,985	#283	4,244	#414	2,188	#513	1,453
#088	3,622	#205	2,365	#284	3,002	#415	--	#514	1,035
#091	3,470	#206	5,415	#286	3,840	#417	1,849	#516	1,041
#093	3,208	#207	1,878	#294	2,170	#418	1,515	#518	5,188
#094	3,963	#208	1,914	#297	2,044	#421	1,260	#521	2,250
#095	2,914	#209	--	#299	2,812	#422	2,752	#522	773
#097	2,854	#213	2,934	#300	2,756	#423	2,266	#523	--
#099	3,290	#330	1,184	#301	3,106	#424	1,561	#524	1,647
#100	2,190	#217	1,093	#306	2,131	#425	2,151	#525	1,069
#108	2,216	#218	1,212	#308	2,548	#426	--	#526	--
#110	3,074	#219	1,028	#309	4,489	#427	--	#531	3,170
#111	--			#314	3,848	#432	--	#533	2,625
#112	4,921	#222	1,212	#316	3,742	#435	3,048	#534	3,737
#114	2,514	#223	547	#317	--	#436	1,553	#535	14,579
#115	3,055	#224	1,564	#318	7,598	#437	1,289	#542	2,060
#116	--	#225	1,548	#319	3,248	#440	2,547	#543	1,583
#117	2,881	#227	2,690	#323		#441	1,530	#544	4,024
#118	2,687	#228	1,831	#324	2,413	#442	1,394	#545	2,551
#119	2,320	#229	2,763	#325	3,515	#443	1,262	#547	3,216
#126	1,972	#232	1,267	#326		#444	--	#548	3,033
#127	--	#233	3,298	#328	779	#446	1,816	#549	3,678
#128	1,813	#234	1,724	* #332	4,277	#447	2,207	#550	2,394
#129	2,077	#236	3,683	#333	3,212	#451	1,156	#553	3,243

DISTRICT	FUNDS	DISTRICT	FUNDS	DISTRICT	FUNDS	DISTRICT	FUNDS
#561	2,222	#669	--	#769	3,552	#912	4,716
#564	3,749	#670	3,889	#771	1,403	#913	1,758
#566	3,159	#671	1,985	#777	--	#914	--
#570	--	#676	1,507			#918	1,572
#573	2,743	#678	2,518			#775	2,174
#576	3,919	#682	2,157	#784	3,291	SP001	40,613
#577	--	#690	2,510	#786	4,344	SP006	4,138
#578	5,579	#691	3,204	#787	3,134		
#581	1,200	#692	3,242	#789	2,630	TOTAL	1,297,266
#582	1,662	#693	--	#790	2,640		
#583	3,457	#694	--	#791	2,720		
#584	1,621	#695	3,402	#792	4,976	AVAILABLE FOR	
#592	2,072	#696	4,065	#793	7,098	GRANTS:	$82,534
#593	4,364	#697	--	#801	2,111		
#595	3,042	#698	3,415	#803	2,381		
#597	--	#699	--	#806	1,813	GRAND TOTAL:	
#599	3,001	#700	3,185	#809	1,725		$1,379,800
#600	--	#701	3,451	#810	2,343		
#601	--	#703	2,570	#811	3,473		
#603	--	#704	5,200	#813	2,890		
#604	--	#706	3,203	#818	3,037		
#611	1,197	#707	--	#819	4,975		
#612	4,733	#708	--	#820	3,296		
#614	1,855	#709	15,799	#821	2,876		
#615	1,773	#710	5,417	#827	1,639		
#621	6,902	#716	2,954	#829	5,556		
#622	10,641	#717	3,305	#830	2,142		
#623	10,705	#719	2,708	#831	6,409		
#624	7,544	#720	6,751	#832	2,651		
#625	29,200	#721	3,117	#833	10,117		
#627	--	#726	1,608	#834	4,816		
#628	1,602	#727	--	#836	1,234		
#630	--	#728	7,425	#837	1,289		
#631	--	#731	2,372	#840	2,623		
#633	1,882	#732	1,954	#846	3,184		
#635	784	#733	1,423	#850	--		
#636	1,336	#734	2,064	#852	2,264		
#637	1,737	#735	1,696	#857	3,235		
#638	905	#736	2,947	#858	2,984		
#640	2,646	#737	2,115	#861	6,128		
#641	1,220	#738	4,098	#876	4,356		
#646	966	#739	3,094	#877	3,649		
#647	--	#740	4,467	#879	--		
#648	942	#741	3,026	#880	3,118		
#649	1,310	#742	14,093	#881	2,164		
#650	970	#743	3,189	#882	2,719		
#651	1,090	#745	5,108	#883	2,569		
#652	--	#748	3,060	#885	2,416		
#653	1,759	#750	6,629	#891	2,067		
#654	--	#756	3,697	#892	1,254		
#655	--	#761	5,444	#893	957		
#656	5,581	#762	1,307	#894	1,945		
#657	--	#763	1,576	#896	--		
#659	5,253	#768	1,889	#911	6,241		

Proposed Distribution of Federal Funds (Section 150) for Vocational-Technical Education Among Local Education Agencies for FY 83

DISTRICT	FUNDS	DISTRICT	FUNDS	DISTRICT	FUNDS	DISTRICT	FUNDS	DISTRICT	FUNDS
#001	1,306	#138	1,269	#237	462	#341	468	#453	--
#002	623	#139	759	#238	610	#345	711	#454	804
#004	648	#140	323	#241	1,057	#346	--	#456	258
#011	1,170	#141	--	#242	257	#347	915	#457	--
#012	937	#145	424	#243	242	#351	--	#458	208
#013	1,859	#146	457	#244	157	#352	--	#459	245
#014	1,326	#147	626	#245	369	#353	415	#460	--
#015	--	#150	544	#252	1,048	#354	--	#461	296
#016	747	#152	1,465	#253	423	#356	--	#463	649
#021	560	#158	--	#254	470	#361	340	#464	--
#022	723	#161	599	#255	495	#362	797	#465	698
#023	721	#162	910	#256	1,004	#363	667	#466	699
#024	569	#166	551	#258	298	#371	426	#473	618
#031	836	#173	385	#260	458	#376	--	#477	1,479
#032	797	#175	--	#261	402	#377	372	#480	673
#036	612	#177	--	#262	--	#378	330	#482	1,624
#038	--	#178	--	#263	358	#381	--	#483	667
#047	1,178	#181	806	#264	215	#390	520	#484	697
#051	843	#182	779	#265	341	#391	--	#485	719
#057	--	#186	757	#271	2,604	#392	595	#486	671
#058	--	#191	2,712	#272	849	#393	558	#487	625
#060	397	#192	887	#273	1,054	#394	752	#492	1,258
#062	836	#194	913	#240	503	#395	--	#435	236
#070	294	#195	613	#270	884	#402	427	#497	--
#072	501	#196	1,982	#276	1,039	#403	401	#499	331
#075	176	#197	1,130	#277	639	#404	346	#500	475
#077	1,997	#199	897	#278	384	#408	--	#501	--
#078	324	#200	1,546	#279	4,063	#409	413	#505	398
#079	454	#201	--	#280	870	#411	346	#507	321
#081	--	#202	616	#281	--	#412	240	#508	732
#084	460	#203	396	#282	542	#413	838	#511	540
#085	311	#204	453	#283	1,182	#414	442	#513	286
#088	573	#205	530	#284	1,010	#415	--	#514	265
#091	736	#206	686	#286	744	#417	--	#516	214
#093	852	#207	386	#294	358	#418	357	#518	1,100
#094	1,046	#208	356	#297	340	#421	247	#521	467
#095	599	#209	--	#299	520	#422	566	#522	943
#097	624	#213	553	#300	797	#423	491	#523	--
#099	922	#330	321	#301	644	#424	--	#524	330
#100	549	#217	232	#306	407	#425	--	#525	274
#108	366	#218	264	#308	529	#426	--	#526	--
#110	726	#219	262	#309	784	#427	--	#531	866
#111	--			#314	736	#432	--	#533	449
#112	977	#222	216	#316	982	#435	576	#534	664
#114	559	#223	273	#317	--	#436	335	#535	1,804
#115	588	#224	416	#318	1,363	#437	333	#542	458
#116	--	#225	--	#319	609	#440	523	#543	374
#117	651	#227	582			#441	343	#544	865
#118	720	#228	--	#324	424	#442	320	#545	459
#119	455	#229	556	#325	247	#443	397	#547	559
#126	451	#232	630			#444	--	#548	742
#127	--	#233	507	#328	--	#446	396	#549	517
#128	405	#234	331	#332	878	#447	--	#550	499
#129	--	#236	778	#333	592	#451	270	#553	786

DISTRICT	FUNDS	DISTRICT	FUNDS	DISTRICT	FUNDS	DISTRICT	FUNDS
#561	423	#669	--	#769	466	#912	866
#564	932	#670	508	#771	230	#913	298
#566	753	#671	324	#777	--	#914	--
#570	--	#676	315			#918	--
#573	585	#678	409			#775	--
#576	1,116	#682	477	#784	651	SP001	7,590
#577	--	#690	538	#786	656	SP006	938
#578	1,613	#691	758	#787	633		
#581	923	#692	834	#789	543	Sub-	
#582	392	#693	--	#790	517	Total:	247,256
#583	579	#694	--	#791	673		
#584	377	#695	907	#792	1,042	Available for	
#592	370	#696	809	#793	1,217	Grants:	27,410
#593	828	#697	--	#801	444		
#595	775	#698	585	#803	414	GRAND	
#597	--	#699	--	#806	461	TOTAL:	274,666
#599	523	#700	926	#809	235		
#600	--	#701	--	#810	533		
#601	--	#703	514	#811	835		
#603	--	#704	1,247	#81[illegible]	648		
#604	--	#706	863	#818	655		
#611	274	#707	--	#8[illegible]	1,048		
#612	947	#708	--	#820	713		
#614	448	#709	--	#821	--		
#615	--	#710	979	#827	309		
#621	1,563	#716	638	#829	991		
#622	2,177	#717	792	#830	534		
#623	1,924	#719	901	#831	1,641		
#624	1,520	#720	1,831	#832	630		
#625	8,194	#721	821	#833	1,040		
#627	--	#726	--	#834	813		
#628	345	#727	--	#836	303		
#630	--	#728	1,196	#837	282		
#631	--	#731	417	#840	485		
#633	255	#732	381	#846	904		
#635	--	#733	272	#850	--		
#636	--	#734	512	#852	440		
#637	--	#735	342	#857	639		
#638	--	#736	452	#858	589		
#640	591	#737	--	#861	1,509		
#641	--	#738	515	#876	751		
#646	--	#739	614	#877	1,031		
#647	--	#740	956	#879	--		
#648	--	#741	613	#880	764		
#649	362	#742	2,719	#881	461		
#650	--	#743	728	#882	721		
#651	--	#745	861	#883	685		
#652	--	#748	717	#885	642		
#653	--	#750	1,522	#891	380		
#654	--	#756	867	#892	--		
#655	--	#761	1,364	#893	--		
#656	1,376	#762	248	#894	--		
#657	--	#763	323	#896	--		
#659		#768	--	#911	1,691		